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ABSTRACT

The 1983 report of the New Mexico State Commission on Postsecondary Education first outlines the statutory responsibilities of the Commission and the Board of Educational Finance, and then provides brief descriptions of the state universities, community and junior colleges, vocational and technical schools, and four-year private colleges and universities. The following planning activities of the commission are considered: improving transferability among schools, improving access, program approvals and discontinuances, review of institutional missions, development of quality indicators, planning of a college telecommunications system, and review of the funding formula. The impact of fiscal year 1984-1985 state aid to higher education is analyzed, along with the economic impact of higher education on the state. An overview of new funding recommendations for 1985-1986 is also presented, and campus capital outlay projects recommended during 1983-1984 are identified. Information on student financial aid projects and licensure requirements for proprietary institutions is included. Appendices include an inventory of academic programs at all institutions, 1983 and 1984 enrollment data by institution, and a consultant's report that assesses New Mexico state institutions' mission statements and their context. (SW)

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State Commission on Postsecondary Education

Annual Report

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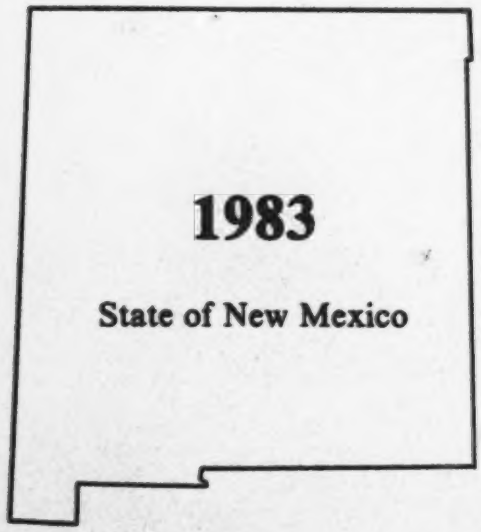

1983

State of New Mexico

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STATE COMMISSION ON POSTSECONDARY EDUCATION

ANNUAL REPORT

1983

State of New Mexico

Board of Educational Finance--
Commission on Postsecondary Education
1068 Cerrillos Road
Santa Fe, New Mexico 87501-4295

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INTRODUCTION

The Board of Educational Finance (BEF) serves two principal functions in higher education in the State of New Mexico. Since 1951, the BEF has served as the agency which analyzes the financial needs of colleges and universities and submits recommendations to executive and legislative branches of government to help determine yearly financial budgets for the institutions. The Board is also designated as the State Commission on Postsecondary Education and, therefore, serves as the central planning and coordinating council for the State colleges, universities, and vocational-technical schools.

Statutory Responsibility of the BEF

The Board of Educational Finance derives its responsibility and authority from State statutes that are cited in this section. The law enacted for the creation of the BEF reads as follows:

> "21-1-26. Board of educational finance created; powers. There is hereby created a board of educational finance whose functions shall be to deal with the problems of finance of those educational institutions designated in sections 11 and 12 of Article XII of the constitution of the state of New Mexico. The board shall be concerned with the adequate financing of each of said institutions and with the equitable distribution of available funds among them. The board shall receive, adjust and approve the budgets submitted by the several institutions prior to the submission of said budgets to the budget officers of the state and shall exercise such other powers as may hereafter be granted it by law. Notwithstanding any other provisions of law, the board of educational finance, a commission broadly representative of the public and of institutions of higher education, may be designated by the governor to administer funds furnished under acts of congress for those educational institutions enumerated in section 11 of Article XII of the constitution of the state of New Mexico and for such other educational institutions over which the board of educational finance has been granted approval authority and/or supervisory powers."

Additional responsibilities of the Board defined by statute include the following:

1. approval of college and university operating budgets. (Approp. Act)
2. approval of budgets for the New Mexico School for the Deaf and School for the Visually Handicapped. (21-1-26)
3. approval of new graduate programs. (21-1-24)
4. approval of capital outlay projects. (21-1-21)
5. allocation of proceeds from state bonds. (various)
6. approval for establishing branch community colleges. (21-14-2)
7. approval of new junior colleges. (21-13-5)
8. prescription and review of courses and standards of operation in junior colleges. (21-13-11)
9. administration of provisions related to federal postsecondary programs. (21-1-8)

10. approval of increases in student fees. (21-1-5)
11. responsibilities of the State Commission on Postsecondary Education. (21-2-3)
12. developing a budgeting and financial reporting manual. (21-1-32)
13. licensing of proprietary schools. (21-23-1)
14. negotiation of reciprocity agreements in higher education with other states. (21-1-6)
15. approval of courses to be offered by nonproprietary institutions outside the State. (21-25-1)
16. approval of off-campus centers for the instruction by State colleges and universities. (21-14A-8)
17. review of operating agreements between local school boards and boards of regents for the operation of branch college campuses. (21-14-2 as amended.)
18. definition of students' state residency for purposes of tuition. (21-1-4)
19. planning and funding for UNM Hospital. (21-1-26.1)
20. administration of educational television equipment replacement fund. (21-1-34)
21. approval of conversion of a branch college to an independent junior college. (21-13-24.1)
22. administration of the Medical Student Loan Program. (21-22-1)
23. administration of the Osteopathic Student Loan Program. (21-22A-1)
24. administration of the Work Study Act. (21-21B-3)
25. administration of the State Student Incentive Grant Program. (Approp. Act.)
26. administration of the Student Choice Act. (21-21C-3)
27. administration of the Two-Year College Maintenance Act. (21-27-3)

Statutory Responsibility of the State Commission on Postsecondary Education

The designation of the BEF as the State Commission on Postsecondary Education by the 1973 New Mexico State Legislature stipulates the Commission's role in statewide planning for postsecondary education. Duties and responsibilities of the Commission as stated in Section 21-2-25 include:

A. assessment of present and projected needs for the various types of postsecondary education in all parts of the state;

B. assessment of existing capabilities and facilities for the provision of the various types of postsecondary education and the utilization of these capabilities and facilities;

C. analysis of the effectiveness and productivity of postsecondary educational programs and an identification of marginal programs and of unnecessary or excessive duplication of programs;

D. analysis of the most effective means of utilizing all existing institutions and programs to meet the present and projected needs for the various types of postsecondary education;

E. identification of cases where expansion or improvement of existing institutions and programs, contraction or elimination of existing institutions and programs, and establishment of new institutions and programs are needed in order to meet the present and projected needs for postsecondary education on a statewide basis in an effective and efficient manner;

F. identification of steps required to coordinate the activities of the various institutions and programs of postsecondary education in order that they will be most effective and efficient in meeting the statewide needs;

G. development of strategies for infusing occupational education and career education into the educational system at all levels on an equal basis with traditional academic education;

H. development of logical, consistent and equitable organizational and fiscal provisions for the operation of postsecondary education and for the effective utilization of federal, state and local funding available for such education;

I. the making of specific recommendations to the cognizant governing authorities of postsecondary educational institutions and programs, as to the steps necessary to adjust the operations of the particular institution or program in order that they will best serve a coordinated statewide system of postsecondary education meeting the statewide needs for postsecondary education;

J. the making of recommendations to appropriate state executive agencies and to the legislature regarding the legislation and the administrative actions necessary to implement a coordinated statewide system of postsecondary education;

K. the making of recommendations to the executive and to the legislature which provide consistent standards for determining the necessary appropriation from the state general fund to implement the planned system of postsecondary education. Such standards shall pertain to, but not necessarily be limited to:

(1) all income to the institution or to any connected corporation to the institution from any source whatsoever, except that gifts, donations, private endowments or other gratuities received by an institution shall not be used in any manner as a substitute for public funds;

(2) all balances whether fund balances or cash balances and the operational need for such balances;

(3) the consistent application of overhead income among institutions;

(4) full-time equivalent (FTE) student costs by level of instruction and subject area;

(5) an equitable distribution of funds to support research;

(6) expenditures and revenues necessary for operation of each auxiliary enterprise;

(7) the translation of institutional internal accounts to the board of educational finance budget forms;

(8) funding of intercollegiate athletics; and

(9) funding of institutional branches and other state vocational facilities; and

L. tuition equalization grants to students.

The Commission on Postsecondary Education provides careful consideration to the needs of the State for educational services and provides the same attention to the needs of institutions. At present, New Mexico enjoys the benefit of a comprehensive network of universities, two-year colleges, and vocational-technical schools. The Commission is guided in numerous of its planning activities by principles, some of which are set forth in the "Statewide Plan for Postsecondary Education in New Mexico: 1983-1987," that take into consideration that presently New Mexico has a sufficient number of institutions of higher education to serve its population. Planning activities of the Commission, therefore, focus around (1) requirements that are stipulated in the Postsecondary Planning Act, some of which are described earlier in this report; (2) commitments of the Commission that are stated in the Statewide Plan that are to improve efficiency and quality of delivery of educational services; and (3) consideration of every aspect of funding that affects each college and university and the students whom they serve. This document covers the Commission's planning activities in the period July 1, 1983, to June 30, 1984 and constitutes the Commission's annual report to the Governor and the State Legislature.

Listed below are the members of the Board of Educational Finance--State Commission on Postsecondary Education, their place of residence, and their term of office:

Members of the Board of Educational Finance/Commission on Postsecondary Education

BEF Member	Residence	Expiration of Term
John T. Finger	Albuquerque	7-1-87
Larry Chavez	Albuquerque	7-1-87
Gale W. Doyel	Albuquerque	7-1-89
Pat M. Serna	Santa Fe	7-1-89
Rena Yazzie	Shiprock	7-1-85
Pete Sisneros	Silver City	7-1-85
Jane Trego	Las Cruces	7-1-87
Steve L. Strain	Roswell	7-1-85
Julio Mireles	Hobbs	7-1-85
Dolly Baker	Los Alamos	7-1-87
Robert Lydick	Clovis	7-1-89
Student Members		
Jay Siebens	Socorro	
Ed Johnson	Portales	

The Commission relies on the General Advisory Council (GAC) to submit recommendations on major questions concerning planning for postsecondary education to the Commission. The GAC consists of a membership of 30 individuals who represent all levels of education in New Mexico as well as

representatives from business, industry, and government, and meets twice annually. Each member of the General Advisory Council and his or her affiliation is listed below:

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HIGHER EDUCATION IN NEW MEXICO:
A Brief Description Of Institutions

Public higher education in New Mexico was authorized in February, 1889 by the New Mexico Territorial Legislature with the founding of the University of New Mexico in Albuquerque "intended to be the state university..."; the New Mexico College of Agriculture and Mechanical Arts in Las Cruces "devoted to practical instruction in agriculture, mechanical arts, natural sciences connected therewith, as well as a thorough course of instruction in all branches of learning bearing upon agriculture, and other industrial pursuits"; and the New Mexico School of Mines at Socorro" for the education of such persons as may desire to receive instruction in chemistry, metallurgy, mineralogy, geology, mining, milling, engineering, mathematics, mechanics, the fundamental laws of the United States, and the rights and duties of citizenship, and such other courses of study, not including agriculture, as may be prescribed by the board of regents." The founding of several schools followed between 1890 and 1911, in which year the Constitution of the State of New Mexico was adopted stipulating the confirmation of each of the following institutions of learning, except for Eastern New Mexico University founded in 1934. (Listed are each institution, current name, and year founded.)

University of New Mexico (1889)

New Mexico State University (1889)
(nee New Mexico College of A&M)

New Mexico Institute of Mining and Technology (1889)
(nee New Mexico School of Mines)

New Mexico Highlands University (1893)
(nee New Mexico Normal University)

Western New Mexico University (1893)
(nee New Mexico Normal School)

New Mexico Military Institute (1893)

New Mexico School for the Deaf (1899)

New Mexico School for the Visually Handicapped (1903)

Northern New Mexico Community College (1909)
(nee Spanish-American Normal School)

Eastern New Mexico University (1934)
(nee Eastern New Mexico Normal School)

The appropriations bill of the New Mexico State Legislature of 1915 provided the following allocations to the existing institutions of higher learning: $75,000 to the University of New Mexico, including $25,000 for capital improvement; $35,000 to New Mexico College of A&M, including $5,000 for the experimental station; $30,000 to New Mexico School of Mines, including $10,000 for equipment; $45,000 to the New Mexico Normal University at Las Vegas; and $43,000 to the New Mexico Normal School at Silver City; $27,500 to New Mexico Military Institute at Roswell; and $9,500 to the Spanish-American Normal School at El Rito. Following the achievement of statehood in the Union, the awareness of New Mexicans and interest in education heightened. Although general fund appropriations seem very modest in 1915 in contrast to a two-hundred-million dollar appropriation in the present day, one must consider that population at the time was only 327,300 (1910 census) and that compulsory education had been enacted only 12 years earlier in 1903. Enrollment in 1915 at the University of New Mexico was 221; at New Mexico State University 109.

Eastern New Mexico University was established as the Eastern New Mexico Normal School by act of the 1927 State Legislature. The school first received an appropriation to open its doors to students in 1934. This is the last of six existing universities to be established, by reenactment of the State Constitution in 1960.

The following describes briefly each of the present six four-year institutions of higher education in New Mexico. A more comprehensive description of these universities may be found in a document of the Board of Educational Finance-Commission on Postsecondary Education, "A Profile of New Mexico's Public Institutions of Higher Education: Mission Statements and Their Context," June, 1984.

University of New Mexico

The University of New Mexico opened its doors in 1892. It is a complex, diversified operation involving large programs of instruction, research, and public service.

The academic curriculum consists of programs at all levels and most disciplines except agriculture. The University of New Mexico shares with New Mexico State University doctoral programs in mathematics, the physical and biological sciences, several engineering fields, psychology, and education. The University of New Mexico has the only doctoral programs in the state in the fine arts, social sciences, foreign languages, English, business and philosophy. The University of New Mexico produces 40 percent of the bachelor's degrees in New Mexico, almost half of the master's degrees, and three-fourths of the doctor's degrees. The University of New Mexico offers several professional programs, including law, medicine, nursing, pharmacy, and architecture.

Research is a major activity at UNM. About $11.8 million is spent on research in the medical center and $17.9 million in the rest of the institution is funded by all sources annually. Over $24.4 million in grants for public service projects was received in 1983-84.

The University of New Mexico exhibits a commitment to community service projects, and large amounts of outside funding are attracted for this purpose. The Institute for Applied Research Services is an administrative umbrella designed to facilitate, coordinate, and supervise many of these diversified service projects. This administrative organization is supported by indirect cost allowances from the projects within its purview. In addition, the medical school has major public service programs above and beyond the delivery of health care in the University of New Mexico Hospital. The Cancer Research and Treatment Center generates approximately $4 million annually from outside sources for research and public service projects.

New Mexico State University

This institution was founded in 1888 as New Mexico College of Agriculture and Mechanic Arts. New Mexico State University is the land grant institution in New Mexico and, as such, offers a diversified program in agriculture and engineering. In addition, NMSU maintains a diversified curriculum at the bachelor's level and master's level and offers doctoral majors in several fields of agriculture, engineering, education, and the sciences.

Extensive agricultural activities include the Agricultural Experiment Station with six farms and two ranches located throughout the state on which research is conducted; the Cooperative Extension Service providing educational programs in agriculture and home economics in every county of the state; and the State Department of Agriculture charged with various inspection and regulatory functions as specified by state law.

Funding for various kinds of research amounts to over $45 million annually. Over half of this is attributable to the Clinton P. Anderson Physical Science Laboratory and its relation to the White Sands Missile Range. Public service funding totaled approximately $17.0 million in 1983-84.

New Mexico Institute of Mining and Technology

In 1889 the territorial legislature established the New Mexico School of Mines at Socorro. In 1927, by state law, the Bureau of Mines and Mineral Resources was established as a "department" of the School of Mines. The Research and Development Division became a part of the school in 1946 and was moved from Albuquerque to Socorro in 1949. The Petroleum Recovery Research Center was added as another division in 1975. The present name was adopted in 1951. The instructional program emphasizes basic sciences and mineral engineering leading to bachelor's, master's, and doctor's degrees.

The Bureau of Mines is the official state agency responsible by law for original investigations of mineral resources in New Mexico. The Bureau is primarily a technical organization providing counsel to the mineral industry and to state offices and departments. It does serve all interested citizens by disseminating information on in-state geology, mineral resources, fuels, and metallurgy. The Petroleum Recovery Research Center is designated as a state agency to conduct energy research, especially on enhanced recovery of oil and gas. The Research and Development Division engages in research

leading toward the solution of scientific problems involving the public interest and welfare. Geophysics, hydrology, and physics are fields of major concern to the division.

Students attending Tech have unusually high ability as measured by entrance examinations. Approximately one-half of the students are from out of state, and almost half the student body is employed by the institution. This is possible because of the volume of research grants to the institution that include support for students. Presently, annual outside funding for research is approximately seven million dollars.

New Mexico Highlands University

New Mexico Highlands University began its operations in 1898 as New Mexico Normal University. In 1917 the school became a four-year teacher training institution. By 1941 the curriculum had expanded to include liberal arts education and graduate courses at the master's degree level. In recognition of this growth, the name was changed to New Mexico Highlands University. Highlands attracts a majority of its students from six counties in northcentral New Mexico. The largest area of degree production continues to be teacher education, particularly at the graduate level.

Western New Mexico University

Western New Mexico University was established in 1893 as New Mexico Normal School for the purpose of training teachers for the thriving mining region of southwestern New Mexico. Later the name was changed to New Mexico Western College and in 1964 to Western New Mexico University. Bachelor's and master's degrees are offered with the fields of business, social science, and education being the most popular among undergraduates. In recent years, approximately 80 percent of the master's degrees have been in teacher education. About two-thirds of the students come to Western from the four counties in extreme southwestern New Mexico.

Eastern New Mexico University

Eastern opened in 1934 as a two-year junior college known as Eastern New Mexico Normal School. Bachelor's degrees were offered in 1940, master's degrees in 1949, and a six-year education specialist degree in 1961. In terms of the number of degrees granted, teacher education and business are the most productive fields. Over half of Eastern's students come from six counties in eastern New Mexico.

Community and Junior Colleges

A system of two-year colleges has evolved in New Mexico. The oldest of these schools is New Mexico Military Institute (NMMI) founded in 1893 and operating as a military junior college. The first institution established which now operates as a branch community college is the Carlsbad Branch of New Mexico State University initiated in 1950. Since then, eight branch colleges affiliated with either Eastern New Mexico University, New Mexico State University, or the University of New Mexico have been established. Three

schools are funded as junior colleges with independent governing boards and one institution, Northern New Mexico Community College, is a statewide school with its own board of regents. All thirteen two-year colleges, excluding NMMI, offer both academic transfer curricula and vocational-technical programs in conformity with the need of their individual service area.

Roswell Branch-ENMU

The Roswell Branch of Eastern New Mexico University was established in 1958. When Walker Air Force Base was closed, the branch occupied those facilities, and the program was expanded to include vocational programs. Roswell maintains residential facilities for students. The branch district includes the public school districts of Dexter, Hagerman, Lake Arthur, and Roswell.

Clovis Branch-ENMU

The Clovis Branch of Eastern New Mexico University, first established to provide courses for the personnel at Cannon Air Force Base, is now a comprehensive community college. Because of the proximity to the main campus at Portales, academic offerings are limited to part-time students taking courses in the evening. The college district is the same as the Clovis Public School District.

Dona Ana Branch-NMSU

The Dona Ana County Occupational Education Branch of New Mexico State University is located on the main campus in Las Cruces. Curricular offerings are limited to vocational technical education, including associate degree programs. Students attending the branch may live in the New Mexico State dormitories. The district serves all of Dona Ana County, which includes Hatch, Gadsden, and Las Cruces public school districts.

Alamogordo Branch-NMSU

The Alamogordo Branch of New Mexico State University was established in 1958. The college is expanding vocational offerings. Occupational/technical programs are designed to meet the needs of industries associated with the White Sands Missile Range and Holloman Air Force Base. A significant number of Holloman Air Force Base personnel attend the college.

Carlsbad Branch-NMSU

The Carlsbad Branch of New Mexico State University began its operations in 1950 and was the first branch college in New Mexico. Carlsbad is increasing vocational education offerings. The college, as do most of the other branches, offers a variety of community service courses to the adults of the community.

Grants Branch-NMSU

The Grants Branch of New Mexico State University was founded in 1968. The branch offers, in addition to its transfer curriculum a limited number of skill improvement courses designed to improve the employment status of workers in the district.

Gallup Branch-UNM

The Gallup Branch of the University of New Mexico was established in 1968. Special efforts are made to serve the Indian population of the area by offering courses in locations convenient for this group. Both academic and vocational programs are offered.

Los Alamos Branch-UNM

The Los Alamos Branch, established in 1980, is operated by the University of New Mexico. Excellent facilities, completed in 1984, house a wide variety of academic and technical programs reflective of the Los Alamos expertise in scientific and technical areas. New facilities and responsive program planning have brought about dramatic increases in student enrollment. The college offers an extensive continuing education program for community residents of all ages.

Valencia County Branch-UNM

The Valencia County Branch of the University of New Mexico was established in 1981 in Belen. The present campus is considered temporary, and future plans provide for a permanent campus mid-way between Belen and Los Lunas.

San Juan College

San Juan College (SJC) began operation as an independent two-year community college in July, 1982 under the Junior College Act. The College is located in Farmington, a bustling, growing community in northwestern New Mexico and has grown to approximately 2,400 students. In its early years beginning in 1956, SJC operated as the Farmington Branch of New Mexico State University but has since grown into a fully comprehensive community college. Excellent facilities presently house academic transfer programs, general education and vocational programs. Funding sources for SJC include student tuition, local funds derived from property tax, state appropriations, and federal funds.

Santa Fe Community College

Santa Fe Community College is the state's newest postsecondary educational institution. Established in 1983 under the Junior College Act, the college's district is the same as the Santa Fe Public School District. SFCC offers academic and occupational courses leading to Associate of Arts, Associate of Science and Associate of Applied Science degrees. The college also offers certificate programs in a variety of occupational areas, a developmental studies program, and a noncredit community services program. The institution is governed by a five-member board of locally elected citizens. Funding sources include student tuition, state appropriations, a local property tax of two mills and other funds.

New Mexico Junior College

The New Mexico Junior College, located in Hobbs, began operation in 1966 and is organized under the Junior College Act. The college district includes the public school districts of Eunice, Hobbs, Lovington, and Tatum--four of the five school districts in Lea County. Tuition rates are low, with approximately 70 percent of the college funds being generated locally. The New Mexico Junior College offers a comprehensive program of academic, occupational, continuing education, and community service programs. The college also operates vocational programs for district high school students with expenditures shared equally by the college and the school districts. College funding sources are student tuition, state appropriations, local funds derived from a property tax, and federal funds. Eighty-nine percent of the students attending New Mexico Junior College are from Lea County.

Northern New Mexico Community College

Northern New Mexico Community College was established in 1909 as the New Mexico Spanish-American Normal School to train Spanish-speaking teachers to teach English in the state's rural public schools. After subsequent changes in role from a normal school, to a junior college, to a high school, to an area vocational school, the institution merged with the former University of New Mexico Northern Branch College on July 1, 1977, via legislative action, to become a comprehensive community college. Northern New Mexico Community College serves northcentral New Mexico with postsecondary education and has major instructional centers in El Rito and Espanola. Student residences are available only at the El Rito Center. Governed by a board of regents appointed by the governor, the institution is funded from student tuition, state appropriations, and federal funds.

New Mexico Military Institute

The New Mexico Military Institute is a coeducational state institution founded in 1891, gaining constitutional status with statehood. Mandated by state law to be "a military institute for education and training of the youth of this country," the Institute offers a four-year college preparatory high school and a two-year military junior college, which prepares its college graduates to enter four-year schools at the junior level. Tuition rates are set by the legislature. As a military junior college, NMMI offers both the basic and advanced courses of army senior ROTC. The advanced course leads to a commission as a second lieutenant at the end of two years. The Institute provides officers to the New Mexico Army National Guard as well as to the other reserve components and to the active army. The Institute has been designated by the army as a distinguished military school or its equivalent every year since 1909.

Vocational and Technical Schools

Three postsecondary schools in New Mexico offer technical and vocational programs that are not for college credit. Two schools were established under the Area Vocational School Act and one institution operates under the Technical and Vocational Institute Act. Although funding for these schools is not within the purview of the Board of Educational Finance, the State Commission does include the schools in its planning discussions during the year.

Tucumcari Area Vocational School

Tucumcari Area Vocational School was organized in 1979 under the Area Vocational School Act. The voters within the Tucumcari Public School District passed a five-mill levy to support the program. The mill levy is supplemented by a legislative appropriation and minimal student fees. A new building funded by a state appropriation has been completed. Both secondary and postsecondary students are served. No credit courses are offered.

Luna Vocational-Technical Institute

Luna Vocational-Technical Institute, established in 1970, is also organized under the Area Vocational School Act. Within the following school districts, five mills are levied for the institution's support: West Las Vegas, Las Vegas City, Mora, Santa Rosa, Springer, and Maxwell. Additional revenue is from student fees, an appropriation set by the legislature, and federal funds. Luna is designated an area vocational school and offers no college credit courses.

Albuquerque Technical-Vocational Institute

Albuquerque Technical-Vocational Institute, established in 1965, is the only institution in New Mexico organized under the Technical and Vocational Institute Act. The institutional mission is to provide skills to students which improve their employability. The curriculum is offered at three locations: the main campus, at Coal Avenue, S.E. and Buena Vista, and the Joseph M. Montoya campus, in the northeast heights, offer vocational-technical and non-credit programs; health care programs are offered near Presbyterian Hospital. The institution is supported by a three and one-half mill levy, a state appropriation, and federal funds.

Four-Year Private Colleges and Universities

Four-year private institutions in New Mexico participate in the planning functions of the State Commission on Postsecondary Education. In addition, the chief academic officers of these colleges and universities serve the Academic Council on Higher Education which advises the BEF on all academic matters.

College of Santa Fe

The College of Santa Fe, formerly St. Michael's College, chartered in 1874, is the oldest college in New Mexico. It is an independent, coeducational, undergraduate institution offering an integrated liberal arts and professional education. In addition to its regular associate and bachelor degree courses of study, the College of Santa Fe also offers a non-traditional bachelor's degree program for self-directed, motivated adults through its School of Open Studies.

University of Albuquerque

The University of Albuquerque began operation in 1920 as St. Francis Summer College and became a teacher training school in 1940 under the name of Catholic Teacher's College of New Mexico. By 1951 the institution had become a liberal arts college and was named College of St. Joseph on the Rio Grande. The present name, University of Albuquerque, was adopted in 1966.

College of the Southwest

The College of the Southwest, a four-year liberal arts college located near Hobbs, began as a two-year junior college in 1956. At that time, it was named Hobbs Baptist College. In 1958 the name was changed to New Mexico Baptist College and in 1962 to College of the Southwest. Also, in 1962 College of the Southwest severed its church affiliation and has operated since that date as a private, independent senior college. Most of the students major in business and teacher education.

St. John's College

St. John's College was established in 1784 in Annapolis, Maryland. In the early 1960's the college decided to expand without sacrificing the virtues of smallness by establishing a second campus in the west. St. John's College in Santa Fe was opened in 1964. All students take the same curriculum with no specialized academic majors. Students receive a liberal education based on the books in which the greatest minds of our civilization have expressed themselves. In addition to seminars on the books, all students study language and mathematics for four years each, laboratory science for three years, and music for one year.

A graduate program leading to a master's degree has recently been added. This is the only graduate degree program offered by a private institution in New Mexico.

PLANNING ACTIVITIES OF THE COMMISSION

During 1983, the work of the State Commission on Postsecondary Education focused on issues outlined in two of its documents, "A Statewide Plan for Postsecondary Education in New Mexico: 1983-1987" and "A Strategic Plan: Recommendations of the Board of Educational Finance for Funding of Higher Education in New Mexico." These activities lend continuity to the historic effort of the Board of Educational Finance to (a) improve access and educational services for the citizens of New Mexico, (b) increase efficiency in delivery of services at a reasonable cost, and (c) fulfill the BEF's principal charge to provide equitable and adequate funding for institutions of higher education in the State. The following is a description of projects undertaken by the Commission in 1983 which serve the purposes (a) and (b). Second, in this section and in the following two sections concerning funding specifically, efforts in strategic planning and finance are described which resulted in the BEF's 1984 recommendation to the New Mexico State Legislature. The BEF used in its deliberations a series of recommendations issued in "The Future is Excellence: Report of the Governor's Commission on Higher Education," which coincided with the Board's plans for new initiatives to strengthen the State's colleges and universities in all areas, but especially in science and technology.

Improving Transferability Among Institutions

The general ease or difficulty with which students may transfer among institutions affects students' access to education in specific fields. An effort of the Commission and the New Mexico Association of Registrars and Admissions Officers has produced an agreement among all State institutions of higher education that facilitates transfer from one school to another. A publication "Guidelines for Improving Articulation Between Community/Junior and Senior Colleges Adapted to New Mexico" outlines for each institution how to treat the process and records' evaluation of individual students when they are transferring from another school. This uniform method may be outlined briefly by institutions for in-coming students as part of the institutions' own "consumer information" program. "Guidelines for Articulation" is available to institutions and fosters cooperation in admissions statewide.

A second part of this project involves the course-by-course matching of programs in two-year and four-year colleges and universities in the following fields of study: engineering, engineering technology, business, computer science, mathematics, agriculture, and allied health. Higher education in the State has used a course-equivalency guide in engineering for several years. The success of this attempt to improve program articulation in engineering has resulted in renewed effort to produce similar results in those fields mentioned. The results of this program are to be included in a useful data management system on microcomputers at all of the institutions when completed. The creation of a query system for this counseling information is a project sponsored by the Western Interstates Commission on Higher Education and the Fund for the Improvement of Postsecondary Education, in cooperation with the Commission.

Improving Access: An Expanded Academic Council

The "Statewide Plan" recommends that the Academic Council on Higher Education (ACHE) be expanded to include all two-year colleges and some members of the sector that comprise secondary education in the State. During the past year, ACHE was expanded to include the chief academic officers of two-year colleges and technical-vocational schools. Many of the planning issues that are dealt with by the Commission are first discussed in this forum. The problem of access to higher education was addressed this year in a conference of the New Mexico Association of Junior and Community Colleges entitled "Partners for Excellence: High Schools and Community Colleges." The conference itself, not under the sponsorship of the Commission, illustrates the commitment of New Mexico's two-year colleges to articulation with high schools and the contribution that they are able to make to the Academic Council.

A second important issue receiving the attention of the expanded ACHE was the review of missions. This topic is addressed separately in this section.

Improving Access and Increasing Efficiency: Programs Approved and Programs Discontinued

During 1983, the Board of Educational Finance-Commission on Postsecondary Education approved new master's and doctoral programs at the University of New Mexico. Master of Science and Doctor of Philosophy programs in Pharmaceutical Sciences were approved. A Ph.D. program in Optical Sciences was authorized. The programs mentioned will first be offered in Fall semester 1985. Principal criteria for establishing new programs include (1) consideration of the State's need, (2) potential economic impact of the programs on the economy of the State, (3) absence of similar programs in this immediate region of the Nation, and (4) adequacy of resources of the institution.

Several new subbaccalaureate programs in two-year colleges were approved for funding: (a) Basic Skills Laboratory for UNM-Los Alamos ($45,000); (b) business technology, computer science, and secretarial administration at Santa Fe Community College ($440,000), and (c) expansion of programs in business technology and computer technology at UNM-Valencia ($41,400).

The program review procedure which is followed by the BEF-Commission on Postsecondary Education resulted in the discontinuation of several programs in the universities. The review procedure, initiated by the Academic Council in behalf of the BEF in Spring, 1983 and ending in March, 1984, produced the following recommendations adopted by the BEF and the universities:

Institution	Programs Reviewed (Level)	Recommendation
NMSU	Crop Science (bacc.)	discontinue
NMSU	Music, Liberal Arts (bacc.)	discontinue
NMSU	Home Economics Communication (bacc.)	discontinue
NMSU	Recreational Areas Management (bacc.)	continue; inter-disciplinary program
NMSU	Pest Management (bacc.)	continue; will re-review enrollment 1986

Institution	Programs Reviewed (Level)	Recommendation
NMSU	Geography	continue; enrollment increasing
NMSU	Spanish (master's)	continue; will rereview enrollment 1986
NMSU	Range Science (doctoral)	continue; enrollment exceeds review criteria
ENMU	American Studies (bacc.)	discontinue
ENMU	Environmental Health (bacc.)	discontinue
ENMU	Earth Science (bacc.)	discontinue
ENMU	Social Studies (bacc.)	discontinue
ENMU	Ethnic Studies (bacc.)	discontinue
ENMU	Communication & Theatre Edu. (bacc.)	continue; inter-disciplinary program
ENMU	Music History (bacc.)	continue; inter-disciplinary program
ENMU	Medical Technology (bacc.)	continue; sufficient number of majors
ENMU	Physics (bacc.)	continue; upgrade and strengthen
ENMU	Educational Supervision (Ed.S.)	discontinue
ENMU	History (master's)	discontinue
ENMU	Business Education (master's)	continue; program is being strengthened
ENMU	Communication & Theater (master's)	continue; to be reviewed again this year
ENMU	Music (master's)	continue; further review
ENMU	Natural Sciences (master's)	continue; teacher education program
ENMU	Chemistry (master's)	continue; part of science teacher training program
WNMU	Secretarial Studies & Admin. (bacc.)	discontinue major
WNMU	Public Administration (bacc.)	discontinue
WNMU	Economics (bacc.)	discontinue
WNMU	Business Education (bacc.)	discontinue
WNMU	Music Education (bacc.)	discontinue
WNMU	Home Economics (bacc.)	continue; review in 3 years
WNMU	Art (bacc.)	continue; central to liberal arts program
WNMU	Music (bacc.)	continue
WNMU	Spanish (bacc.)	reestablish major
WNMU	English (bacc.)	continue; enrollment satisfactory
WNMU	History (bacc.)	continue; central to liberal arts program
WNMU	Chemistry (bacc.)	continue; strong service program

Institution	Programs Reviewed (Level)	Recommendation
WNMU	Mathematics (bacc.)	continue; enrollments near criteria
WNMU	General Science (bacc.)	continue; inter-disciplinary program
WNMU	English (master's)	discontinue
WNMU	History & Social Science (master's)	discontinue
NMIMT	History (bacc.)	discontinue
NMIMT	Social Science (bacc.)	discontinue
NMIMT	Mathematics (bach. arts)	discontinue
NMIMT	Medical Technology (bach.)	merged with Biology
NMIMT	Materials Engineering (bacc.)	continue; strengthen
NMIMT	Basic Sciences	continue; inter-disciplinary program
NMIMT	Mathematics (master's)	continue
NMIMT	Geochemistry (master's)	continue
NMIMT	Physics (master's)	continue
NMIMT	Physics (doctoral)	continue
NMIMT	Metallurgy (doctoral)	continue
UNM	Classics (bacc. & grad.)	continue
UNM	German (bacc.)	continue
UNM	Portuguese (master's & doctoral)	continue
UNM	Linguistics (bacc. & grad.)	continue; inter-departmental program
NMHU	Business Education (master's)	discontinue
NMHU	Music (master's)	discontinue
NMHU	English (master's)	discontinue
NMHU	American Studies	continue; review Fall 85
NMHU	Art	continue; review Fall 85
NMHU	Secretarial Science (bacc.)	continue; review Fall 85
NMHU	Business Education (bacc.)	continue; review Fall 85
NMHU	Music (bacc.)	continue; review Fall 85

Various criteria are used in this review process, the principal one being a guideline for minimum enrollment in the program. Criteria including institutional resources available to maintain a program were also applied.

Review of Institutional Missions

The "Statewide Plan" stipulates that "the Commission on Postsecondary Education, in consultation with the boards of all postsecondary institutions in New Mexico, should conduct a statewide review of each institution's current role and scope in light of local, state and regional needs, priorities, and resources." This project, initiated during 1983, has included discussion with every public postsecondary institution in the State. The Commission, in collaboration with schools, prepared a statement, "A Profile of New Mexico's Public Institutions of Higher Education: Mission Statements and Their Context," which contains the following definition of purpose for statements of institutional mission:

"The function of a mission statement is to clarify what an institution of higher education is and, just as importantly, what it is not. The mission statement contains an institution's overall function and purpose. The accompanying role statement explains the degrees, programs, and other activities the institution overtakes in order to achieve its mission. Writing a mission statement helps the members of the institutions (regents, faculty, administration, students) understand their own role in helping the institution achieve its aims."

"In New Mexico, the boards of regents have the sole authority to approve the mission statement of each respective institution. However, a certain amount of statewide coordination is desirable to assure that all unnecessary duplication is avoided. This is the job of the Commission on Postsecondary Education. The duty of the commission is carried out by means of advising each board of regents. In addition, the Commission, in its role as the Board of Educational Finance, recommends a budget for public higher education to the governor and Legislative Finance Committee. The Board of Educational Finance then distributes the funds allocated annually by the legislature."

"The mission statements of the schools are the logical place to start the statewide coordination of programs. Because program planning must fit the institutional mission, the mission statements can be used to organize statewide planning as well."

The object of the study, which is to enable the Commission to recommend to institutional governing boards any changes in role and scope which enable their individual college or university to respond better to state needs and to use State resources more effectively, is a constant effort of the Commission and the institutions requiring strategic planning, i.e., planning with an ability to change and modify programs in response to current needs of the State. The Commission employed the services of Augenblick, Van de Water, and Associates to furnish a critique of mission statements and recommendations on a manner to achieve the primary objective of the study. The report from Augenblick, et al provides a series of eleven recommendations of varying usefulness and import to the State. The full report is furnished as Appendix A of this publication.

Those recommendations directly related to missions include:

Recommendation 2: The mission statements of New Mexico's colleges and universities should be reexamined as part of a strategic planning process and rewritten to specify in more detail the expected areas of development as well as the areas that are outside the aspirations of the institution.

Recommendation 4: The Board of Educational Finance, in cooperation with the two-year institutions, should identify the needs for two-year college education in New Mexico currently not being met and should establish priorities for responding to these needs.

Recommendation 6: The mission statements of existing two-year institutions should be reviewed in relation to the priorities and constraints identified in the planning process.

Recommendation 7: Subsequent to the mission review, program offerings at the two-year institutions should be reviewed and adjustments made as necessary to bring program offerings in line with revised mission statements.

Recommendation 8: Providing community college services to the Albuquerque area should be accomplished by encouraging an evolutionary development of the Albuquerque Vocational-Technical Institute into a comprehensive community college.

Regardless of merit of additional recommendations in the report, those stated above bear directly on missions and constitute a part of the BEF-Commission's present effort to help higher education fulfill its obligation to the State. The process described in Recommendation 2 is a constant one as evidenced by report of other activities in this section. Recommendations 4 and 6 have received intensified attention in consideration of the State's need for programs which enhance economic development. The constant concern of institutional representatives, to maintain the diversity and quality of programs that the individual communities of the State require, is taken into account by the BEF in its support of instructional programs. In Albuquerque, the present effort of an alliance among Albuquerque Vocational-Technical Institute, the University of New Mexico, and the Albuquerque Public Schools is to provide two-year college education in an efficient manner that will obviate the need for a new institution in the city. (It should be emphasized that the "Statewide Plan" advises against the establishment of any new schools in higher education.)

Development of Quality Indicators

The level of quality of postsecondary education in New Mexico is a matter of great concern to institutional representatives, members of State Government, citizens, and the Commission. Suggestions for a procedure to reexamine quality at all levels of program is described in a 1984 publication of the Commission, "Implementation of the Statewide Plan for Postsecondary Education." This approach to the process to be employed in reviewing quality of programs was prepared in collaboration with the Academic Council on Higher Education. The publication serves as a guide for the BEF, its staff, and college and university officials to establish indicators of quality. The process points to criteria to be used in the allocation of resources to achieve the desired result--excellence--in a definable way.

A Telecommunication System for Postsecondary Education

A telecommunications and data transmission system to serve the State's educational institutions has been the the subject of planning by institutional representatives, citizens, and the Commission. Most of this effort has been to obtain information concerning need, cost, and efficacy in the use of various tools for distance learning. A principal adherent to means of providing distance learning in higher education has been an ad-hoc organization, EDCON, the Consortium for Education Development. This organization has obtained materials and held workshops for the Commission on telecommunications and other means of conducting classes in remote areas of the State.

Review of the Funding Formula for Higher Education

The BEF and institutional representatives have addressed the method of funding of both two-year and four-year universities. The process has been principally a review of the funding formula with the object of correcting undesirable effects in funding. In summary, the issues that have been identified in four-year institutions are consideration of libraries, equipment maintenance and renewal, and instruction in summer session. Consideration of deferred maintenance of buildings, equipment maintenance, and compensation in targeted areas in instruction have been the focus of attention in the two-year schools. These considerations will contribute to the examination of college and university budgets by the BEF in anticipation of FY 1985-86.

STATE APPROPRIATIONS FOR FY 1984-85:
Analysis of Impact in Higher Education

The recent history of funding of higher education in New Mexico is one of generous State appropriations to the institutions (see Appendix B). During the first half of this century, the State supported those colleges and universities founded under the Constitution (see section entitled Higher Education in New Mexico: A Brief Description of Institutions). A comprehensive university, the land grant college, a school of mines and metallurgy, and three state colleges, specializing principally in teacher education, received the major portion of the State's support for higher education. In an effort to increase access for citizens to a college education, during the latter part of the decade of the 1950s, New Mexico began to support two-year branch colleges which would come to comprise the present system of branch and community colleges throughout the State. The emphasis on access to pre-baccalaureate, bachelor's, master's, and doctoral programs which the State needs has continued to the present day. Funding for all postsecondary education has remained fairly constant, as a fraction of all expenditures by State Government, as shown in the first table of Appendix B.

Funds for the support of "Instruction and General," these including activities most related to teaching, support services, administration, and plant operation and maintenance, have been provided since 1976 by the application of a funding formula. The funding formula for Higher Education is highly dependent on enrollment and, therefore, in the period of the late 1970s and early '80s, state appropriations have tended to be generous, with the exception of appropriations in 1982 and 1983. The second table in Appendix B shows that, in 1984 State appropriations for the principal activities of the colleges and universities, included in Instruction and General, increased markedly (16%) over the previous year and increased almost one percent as a fraction of expenditures of State Government. Reports comparing states' appropriations for higher education* show that New Mexico ranks sixth in appropriations per capita and third in appropriations per $1,000 of personal income.

It is important to point out that the standardization of data for Higher Education nationwide is difficult and, therefore, interstate comparisons are difficult to ascertain. In the data cited in "How the States Rank on 7 Scales," for example, all appropriations for higher education, not only those related to instruction and its related activities, are included. Secondly, these data do not describe the total revenue that institutions of higher education receive for their principal function. In New Mexico, institutions' revenue for Instruction and General is derived principally from State general fund appropriations (81%). Revenue from tuition is small (13%). Therefore, expenditures for Instruction and General are highly dependent on State appropriations and tend to be somewhat lower than in most of the institutions in neighboring states. The strict comparison is often difficult to make

*"How the States Rank on 7 Scales," M.M. Chambers, Illinois State University, Chronicle of Higher Education, 31 October 1984.

because timely expenditure data are not normally available for comparison among states. Data for comparison that are most readily available are for salaries and compensation.

In 1983, New Mexico's universities were able to provide no increases in faculty or staff salaries. Average faculty pay increases of 4.7% were provided nationwide in that year.* In 1984, New Mexico's colleges and universities provided increases in faculty salaries ranging from 6.5% to 11%. It is estimated that salary increases in the Nation will average six to seven percent this year.

Higher education received consideration in overall funding from the 1984 Legislature that included full funding of the formula amounts prescribed, support for salary increases, and an increased share of overhead earned from research grants. The net increase in funding for Instruction and General for 1984 is almost $25 million, or a 16.0% increase over the previous year's appropriation. Average salaries for faculty at the University of New Mexico and New Mexico State University increased from $28,800 in 1983 to $31,000 in the current year. Average salaries at Eastern, Western, and Highlands increased from a combined average of $26,100 to $27,600. In New Mexico's two-year colleges, average salaries in the same period rose from $20,695 to $20,867.

The position of Higher Education in New Mexico is, therefore, considerably improved in 1984-85. A few problems remain for the institutions owing to (1) other costs for which there was not an equivalent increase in 1984 (equivalent to increases in compensation, etc.) and (2) technical inadequacies in the funding formula which are presently being addressed by the BEF and are discussed in the section, New Funding Recommendations for 1985-86.

In 1984, the New Mexico State Legislature and the Governor approved an act for the Improvement of Educational Excellence creating permanent endowments for professorships, faculty lectureships, and graduate student fellowships at all six universities. Special faculty chairs at UNM, NMSU, and NM Tech were created. Undergraduate student scholarships at Eastern, Highlands, and Western are to be provided. Each endowment requires an equal matching amount from the universities. This historic enactment of endowments for the universities by the State will prove to be real impetus toward the attainment of excellence.

*Chronicle of Higher Education, June 20, 1984.

ECONOMIC IMPACT OF HIGHER EDUCATION

New Mexico is a state much in need of economic development and its citizens, therefore, must examine whether the traditional assumptions about the benefits of higher education to the society are valid. Is the State's investment in higher education yielding demonstrable economic benefit in return? Or, are appropriations for higher education simply a drain on the State's resources? These are important questions which require an answer periodically. The direct impact of higher education on the State is at least $466.8 million. Because New Mexico's colleges and universities are generally located in small cities and towns that tend to be distant from each another, expenditure multipliers for these institutions are high. That is, the same money spent by an institution in a local community is spent several times within the same locale.

Indicators exist of the benefit that the State derives from its colleges and universities in direct economic terms. These do not include consideration of the benefit derived from the added income of college graduates, the research and knowledge contributed to the State by institutions, the increased skills of local people who attend, or the social and cultural contributions of each school. The research universities in the State have a large direct effect on economic activity. For example, among the top 100 institutions receiving federal grants and contracts (according to the National Science Foundation), New Mexico State University ranked 42nd in total federal obligations with $47.3 million and 63rd in research funds received with $21.1 million. The University of New Mexico ranked 55th in both categories with $35.3 million in total funds received and $24.7 million in funds for research. (Data are for FY 1982.)

Among <u>all</u> defense contractors including business, educational, non-profit, and governmental organizations, New Mexico State University, the University of New Mexico, and New Mexico Tech rank in the top 500. New Mexico State University is 96th with $14.0 million received; the University of New Mexico received $10.5 million and ranks 114th; and, New Mexico Tech achieved a ranking of 312 with $2.1 million received. (These are FY '83 data.) Within New Mexico, the mission of each institution clearly dictates the amount of research and technological development among the State's universities. Nevertheless, the aggressive posture of the universities in behalf of the State is clearly evident.

Each of the universities contributes a number of funds to the economy of the State that are derived externally. The support for university employees is derived as much from non-state sources as it is from State appropriations. The table on page 26, Number of Employees Supported with State Appropriations and External Funds, shows that almost one-half of all university employees in the State are paid from sources other than the State general fund. The entrepreneurship of State institutions is remarkable.

NUMBER OF EMPLOYEES SUPPORTED
WITH STATE APPROPRIATIONS AND EXTERNAL FUNDS
IN
NEW MEXICO'S UNIVERSITIES

Institution	Total Employees	Instruction Employees (State)	Instruction Employees (Non-State)	Other Employees (State)	Other Employees (Non-State)
UNM	4,437	795 (17.9%)	276 (6.2%)	1,204 (27.2%)	2,162 (48.7%)
UNM Medical Center	2,055	109 (5.3%)	44 (2.1%)	463 (22.5%)	1,439 (70.1%)
NMSU	2,914	580 (19.9%)	91 (3.1%)	1,055 (36.2%)	1,188 (40.8%)
NMHU	354	120 (33.9%)	5 (1.4%)	178 (50.3%)	51 (14.4%)
ENMU	484	165 (34.1%)	2 (0.4%)	300 (62.0%)	17 (3.5%)
WNMU	228	67 (29.4%)	3 (1.3%)	155 (68.0%)	3 (1.3%)
NMIMT	554	88 (15.9%)	2 (0.4%)	251 (45.3%)	213 (38.4%)
TOTALS	11,026	1,924 (17.5%)	423 (3.8%)	3,606 (32.7%)	5,073 (46.0%)

Note: 49.8% of all employees are supported with external funds.

NEW FUNDING RECOMMENDATIONS FOR 1985-86: A Preview

Principal consideration in higher education has been given to old and new issues in funding: (1) Compensation for faculty and staff continues to be a major concern and (2) technical and substantial adjustments to the funding formula are under consideration by the BEF. Faculty salaries in New Mexico have been close to the national average historically in spite of the fact that institutions' revenues are limited in a manner described in an earlier section of this report. In the decades of the 1950s and 1960s, faculty salaries in New Mexico seldom dropped below 4.4% of the national average and in 1962 salaries in the State equaled the national average.* Typical faculty salaries during this period ranged from $6,500 to $8,300 per year. More recently, faculty salaries in New Mexico have severely lagged behind the national average, approximately 9.0% in the present year. Average salaries for faculty at the University of New Mexico and New Mexico State University are approximately $31,000 per year; the national average is approximately $33,800. Faculty salaries at the smaller universities in New Mexico tend to be approximately 8.7% below the average of schools in their category.

The principal factor to take into account in competing for the best faculty possible is that faculty salaries have been increasing in 1984-85, and are expected to increase again in 1985-86, at a rate of approximately 6.5%. Therefore, for New Mexico to maintain its present position among colleges and universities, a minimum average salary increase of 6.5% is required; in order to gain on the national average, it would be desirable to increase salaries a few percentage points above this norm. New Mexico did gain on the national average of faculty salaries in 1984-85 by approximately one percent.

Adjustments in the funding formula which are under consideration for the four-year universities include (a) allocations for physical plant, (b) support for library and instructional support activities, (c) specific support for summer session, and (d) funds for equipment maintenance and replacement. The more urgent needs are for summer session and maintenance of equipment, and these are receiving the most careful attention. The likelihood is that adjustments to the formula in these two areas will result; a considerable amount of research and discussion on these issues has already been completed.

In the formula for two-year colleges, major considerations are (a) deferred maintenance of buildings and (b) maintenance and replacement of equipment. The first issue is an important one because buildings built in the decade of the 1960s are beginning to require major maintenance. Maintenance of equipment, particularly computers, is also an important item. Information regarding these needs has accumulated over the past year.

*New Mexico Commission on Statewide Higher Education Problems, Final Report to the Board of Educational Finance, October, 1964.

CAPITAL OUTLAY PROJECTS RECOMMENDED DURING 1983-84

The Board of Educational Finance adopted a careful method for the consideration of requests from institutions for capital outlay funds several years ago. The method has proved to be equitable among institutions and useful to the State in determining the priority of projects proposed by colleges and universities. The BEF and the institutions recognize the need for proper planning; institutions file an up-to-date revision of facilities master plans with each request, showing where the request(s) fit in the master plan. The BEF then places those projects approved for funding in an order of priority for consideration by Executive and Legislative branches of Government.

In 1984, projects recommended by the BEF were approved by the State Legislature and the Governor for inclusion in a General Obligation bond issue that must first be approved by voting citizens on November 6, 1984.

University of New Mexico

Main Campus:	
School of Management/Social Sciences building addition	$7,671,500
Parking structure (to be used jointly by UNM and the UNM Hospital/BCMC) (UNM will provide $1.6 million in matching funds)	2,700,000
Los Alamos Branch:	
Purchase of basic lab skills equipment	400,000
Valencia Branch:	
Building a new campus near Tome (to be matched with $600,000 in local funds)	2,485,900
Gallup Branch:	
Complete construction on a new classroom building already being built	300,000

New Mexico State University

Main Campus:	
Chilled water storage system to improve the campus efficiency of the utility system	3,000,000
To replace the existing electrical distribution system with a more efficient one	998,000
New building for mathematics, computer sciences and engineering psychology	8,099,700
Alamogordo Branch:	
Build a general instructional building including science laboratories	1,976,800
Dona Ana:	
New facility for technical/vocational programs (to be matched with $400,000 in local funds)	1,338,000

New Mexico Highlands University

To replace heating system throughout the campus with a more energy efficient operation	1,420,400

Eastern New Mexico University	
Main Campus:	
Remodel Liberal Arts Building (instructional building)	$1,857,800
Renovate Greyhound Arena	225,000
Clovis:	
Build a new facility for computer sciences	1,696,000
Roswell:	
To construct a physical education complex (project to be matched by $700,000 in local funds)	2,181,700
New Mexico Institute of Mining and Technology	
To build a new facility for the geosciences departments (mining engineering, petroleum engineering, geochemistry, metallurgy and geology)	6,502,900
Northern New Mexico Community College	
Espanola:	
Campus improvements and new parking area	237,000
El Rito:	
General campus improvements	125,000
Santa Fe Community College	
Land purchase and planning (to be matched with $5 million in local funds)	1,000,000
Board of Educational Finance For Disbursement to:	
Engineering and science equipment (40% each will go to UNM and NMSU, 10% to NMIMT, 4% each to Highlands and Eastern, 2% to Western)	4,000,000
Library acquisitions and computer equipment (along with appropriate data bases) for two-year colleges and four-year universities	4,000,000

New Mexico Student Incentive Grant Program (Title IV, HEA)

Title IV, Part A, Subpart 3 of the Higher Education Act of 1965, as amended, established the State Student Incentive Grant (SSIG) program to make federal funds available to the states for the establishment or expansion of grant and scholarship programs for undergraduate students. Federal SSIG funds are matched dollar for dollar by money from state resources and are used only for grants to students with substantial financial need. States pay all administrative costs.

State allotments for FY '83 are based on higher education enrollments and vary from $36,000 in five outlying areas, as follows: Virgin Islands, Mariana Islands, Trust Territory, Guam, and American Samoa to $5.1 million in New York and $9.2 million in California. Between these extremes, 19 states received less than $500,000, including New Mexico. The median award is about $807,000 and the average is $1.1 million.

Utilizing these funds, New Mexico can provide scholarships to qualified students of up to $2,000 per academic year in private nonprofit postsecondary educational institutions and $800 per year in public institutions. Recipients of such scholarships must be residents of New Mexico who exhibit substantial financial need. They must also be full-time undergraduates enrolled at an accredited postsecondary institution within the State.

To obtain the SSIG funds, New Mexico has designated the Board of Educational Finance-Commission on Postsecondary Education as the "single state agency" to administer the SSIG program. The primary responsibility of the BEF-CPE is to provide for the equitable distribution of available grant funds.

For the first time, in 1977, the New Mexico Legislature appropriated funds to be matched by a nearly like amount of federal funds. During the FY '77, 1,478 awards totaling $580,430 were made. The financial history of the program from its inception follows:

	State Appropriation	Funds Awarded
1977-78	$ 280,700	$ 580,430
1978-79	300,000	570,737
1979-80	360,000	638,961
1980-81	385,300	775,931
1981-82	396,055	793,053
1982-83	389,600	699,741
1983-84	389,600	693,990

Funds awarded to recipient institutions for the last three fiscal years are listed on the next page.

New Mexico Student Incentive Grant Program

Institution	1981-82 Funds Awarded	1982-83 Funds Awarded	1983-84 Funds Awarded
UNM	$ 123,531	$ 116,825	$ 106,874
NMSU	109,299	89,750	89,524
NMHU	36,091	27,482	26,341
WNMU	16,984	16,031	14,574
ENMU	71,712	73,732	63,722
NMIMT	10,619	11,157	9,716
NMMI	3,537	3,801	3,470
NMJC	11,401	11,436	10,410
Alamogordo	1,600	1,000	2,082
Carlsbad	-0-	-0-	2,082
Dona Ana	-0-	-0-	2,776
Grants	450	250	1,388
San Juan	10,280	6,120	4,320
Gallup	3,129	3,053	2,776
Los Alamos	1,500	1,250	1,388
Valencia	-0-	1,500	694
Clovis	3,900	3,250	7,634
Roswell	19,280	16,795	15,268
NNMCC	24,536	22,375	20,126
Albuquerque T-VI	74,014	72,522	65,929
SIPI	775	762	694
Navajo Community College	-0-	-0-	2,082
Luna V-TI	16,662	16,031	14,574
Total Public	$539,300	$495,122	$468,444
College of Santa Fe	86,096	82,446	74,951
U of A	139,850	95,173	124,917
St. John's	27,807	27,000	24,984
National College	-0-	-0-	694
Total Private	$253,753	$204,619	$225,546
Grand Total	$793,053	$699,741	$693,990

In addition to the federal programs, the Board of Educational Finance-Commission on Postsecondary Education also has responsibility for certain specially funded state programs.

New Mexico Physician Student Loan Program

The Medical Student Loan Act, enacted in 1975, assigned the responsibility of administering this program to the Board of Educational Finance-Commission on Postsecondary Education. The purpose of the Act is to relieve the emergency presently existing resulting from the shortage of medical doctors in the less populated areas of the state. The program requires as a condition of each loan that the student declare his/her intent that after licensure he/she will commence practice of medicine within one of the shortage areas as designated by the New Mexico Physician Shortage Area Committee.

Seventy students have participated in the program. Still in school are 29 students with 24 serving their residency or internships. Practicing in "shortage areas" are 7 recipients; 8 former students are in repayment; and 2 have repaid their loans.

The following shows the financial status of the program as of June 30, 1984:

Loans Outstanding	$970,703
Accrued Loan Interest	229,382
Undistributed Fund Balance	63,514
Total Fund Equity	$1,263,599

It should be noted that $200,000 will be disbursed to students in the 1984-85 academic year.

New Mexico Nursing Student Loan Program

The Medical Student Loan Act, enacted in 1975, initially funded only potential physicians. The Laws of 1982 provided an initial appropriation of $200,000 to expand the original program to include potential nurses enrolled in institutions with two-year and/or four-year programs effective the fall of 1983. The expansion of the program is to increase the supply of qualified nurses in underserved areas. The program requires as a condition of each loan that the student declare his/her intent that after licensure he/she will commence practice of nursing within one of the shortage areas as designated by the New Mexico Medical Shortage Area Committee.

Ninety students have participated in the program.

The following shows the financial status of the program as of June 30, 1984:

Loans Outstanding	$ 82,737
Accrued Loan Interest	2,874
Undistributed Fund Balance	118,009
Total Fund Equity	$203,620

Disbursements to participating students during the 1984-85 academic year will total approximately $200,000.

New Mexico Osteopathic Medical Student Loan Program

The New Mexico legislature created the New Mexico Osteopathic Medical Student Loan program during the 1978 session. Like the New Mexico Medical Student Loan program, the osteopathic program is designed to encourage osteopaths to practice in medically underserved areas of the state by providing loans to them as students to cover partial costs of their education. The students declare their intent to return after graduation for a period of residency and practice in a medical shortage area of the state.

The Board of Educational Finance approved loans to three students in the 1978-79 school year and loans to six students for the 1979-80 academic year. Seven students were granted loans in 1980-81, 15 students in 1981-82, and approximately 20 students in each succeeding academic year.

The following shows the status of the program as of June 30, 1984:

Loans Outstanding	$394,279
Accrued Loan Interest	80,747
Undistributed Fund Balance	93,863
Total Fund Equity	$568,889

Disbursements to eligible students during the 1984-85 academic year will total $93,863.

PROPRIETARY INSTITUTIONS

The Commission on Postsecondary Education administers two acts relating to private and/or proprietary schools and colleges. These acts are the Postsecondary Educational Institution Act and the Out-of-State Proprietary School Act. Both Acts provide for licensure to improve the quality of postsecondary education, and to prevent misrepresentation, fraud and collusion in offering educational programs.

In order to be licensed by the Commission for operation in the State of New Mexico, a school must submit an application, be reviewed as required by the Act, and provide a series of items stipulated in the regulations for issuance of certificates of permit and approval. A school will not be licensed by the BEF-CPE with a certificate of approval until it has been in operation under a certificate of permit from the Board for a period of two years.

The application requires the following information:

1. The name, location of the school, owners, and person(s) directly in charge of the management of the school;

2. The names and educational qualifications of all administrators, supervisors, and instructors of the school;

3. The curriculum offered at the school with course titles and outline of courses taught, showing number of hours of instruction;

4. A description of the space and equipment to be utilized for instructional purposes.

The Act requires that the school must:

1. Pass an inspection, prior to the issuance of permit, of the school plant, curriculum offerings, records systems, advertising, and any other part of the school by a team from the Board of Educational Finance-Commission on Postsecondary Education and the New Mexico Association of Private Schools and other representatives, if deemed necessary by the Board;

2. Allow other inspections, as deemed necessary by the Board of Educational Finance-Commission on Postsecondary Education.

The following items must be provided prior to the issuance of license:

1. A non-refundable check or money order for $100 (in-state schools) or $50 (out-of-state schools) made payable to the "Board of Educational Finance-Commission on Postsecondary Education";

2. A report of financial resources available to equip, maintain, and operate the school. This should include, but not be limited to, the most recent financial statement prepared by a licensed CPA not more than three months prior to submission of the application;

3. Proof of liability insurance demonstrated by a copy of the policy or binder;

4. The current contract or enrollment which must include a refund policy, name and address of the school, tuition cost, course title, starting dates, signatures of student and school officials, and the effective date;

5. A copy of the most recent deed or lease (which must be for a minimum of 12 months) or other legal instrument authorizing the school to occupy such location;

6. Copies of all advertising currently used by the school. (Such copies must be kept for at least 12 months);

7. A copy of the school's "Student Complaint Policy" and any forms used that allow the student to file complaints against the school;

8. A current copy of the school catalog or bulletin;

9. An individual course outline indicating total hours;

10. A current schedule of tuition and fees;

11. A current list of agents and completed applications for any new agents, including a $5 annual fee for each agent;

12. A signed certificate of compliance stating that the school will operate in a manner consistent with the regulations adopted by the Board of Educational Finance.

Currently, approximately ninety-seven (97) schools are covered by these two Acts. Sixty-three (63) schools are operating in-state; thirty-four (34) schools are operating out-of-state. The following table presents an analysis by type of license.

	Exempt	Approval	Permit	Total
In-State	37	13	13	63
Out-of-State	27	7	0	34
Total	64	20	13	97

Appendix A

Report of Augenblick, Van de Water, and Associates

NEW MEXICO'S PUBLIC INSTITUTIONS OF HIGHER EDUCATION

A CRITIQUE OF MISSION STATEMENTS AND THEIR CONTEXT

A REPORT TO THE
BOARD OF EDUCATIONAL FINANCE-
COMMISSION ON POSTSECONDARY EDUCATION

BY
AUGENBLICK, VAN DE WATER & ASSOCIATES
JULY 1984

CONSULTING TEAM

Dr. Richard C. Richardson, Jr.
Professor, Arizona State University

Dr. Ronald W. Roskens
President, The University of Nebraska

Dr. Gordon B. Van de Water
Partner, AVA
Project Director

LETTER OF TRANSMITTAL

July 23, 1984

Mr. Ted Martinez
Executive Secretary
Board of Educational Finance
1068 Cerrillos Road
Santa Fe, New Mexico

Dear Mr. Martinez:

Enclosed is our final report to the Board of Educational Finance. This report was developed pursuant to the Board's contract with Augenblick, Van de Water & Associates. As requested, we have reviewed the mission statements of New Mexico's colleges and universities as well as explored other key issues related to the future development of New Mexico's institutions of higher education. During our brief visits to campuses we gathered information and impressions about the use of the mission statements and their context. While it was beyond the scope of this project to redefine institutional mission statements, we believe that we have provided the BEF with a coherent set of recommendations that will serve to guide efforts in this direction in the future.

We appreciate very much the many kindnesses extended to us during our visits to New Mexico as well the excellent support provided by you and your staff as we worked our way through the material provided to us.

We have concluded our work with a strong sense of optimism that New Mexico stands ready to enter a new era of cooperative development in its higher education enterprise. We hope that our report will be a positive tool for achieving that end.

Sincerely,

Gordon Van de Water

Gordon Van de Water
Partner
Augenblick, Van de Water & Associates

Enclosure

ACKNOWLEDGEMENTS

No work of this type can be successfully completed without the generous support of many people. In this case the staff of New Mexico's Board of Educational Finance has been extremely helpful to the consulting team as it struggled to grasp the current configuration and future potential of higher education in New Mexico. On behalf of the consulting team I would like to acknowledge the many contributions of the BEF staff members who worked with us, including Ted Martinez, Sigfredo Maestas, Dewayne Matthews, Jim McLaughlin and Paula Sabloff.

To the more than 100 legislators, board members, administrators and faculty members who answered endless questions during our visits to campuses around the state, we extend our grateful thanks. A list of those interviewed appears as an appendix to this report.

Finally, to Walt Williams and Steve Simonis, the pilots who delivered me safely to Las Vegas, Portales, Silver City and Albuquerque, I am particularly appreciative. Their steady hands brought us safely through thunderstorms and crosswinds.

Gordon Van de Water
July 1984

EXECUTIVE SUMMARY

This project was undertaken by Augenblick, Van de Water & Associates (AVA) of Denver, Colorado at the request of the New Mexico Board of Educational Finance/Commission on Postsecondary Education. The project is a part of a BEF study undertaken to fulfill a legislative request contained in Chapter 132 of the Laws of 1983 (Senate Bill 126, approved April 4, 1983).

AVA recruited two additional consultants to form a three-member team headed by Dr. Gordon Van de Water, a partner in AVA. The other team members were Dr. Richard C. Richardson, Jr., Professor of Higher Education at Arizona State University, and Dr. Ronald W. Roskens, President of the University of Nebraska. Each team member received a substantial amount of briefing materials prior to spending four days in New Mexico during May 1984 interviewing legislators, board members, administrators and faculty. After the visits the team convened in Denver to discuss their findings and arrive at recommendations to make to the Board of Educational Finance. This report is the product of those interviews and discussions. Our major conclusion is that New Mexico needs to strengthen its state-level planning and coordination for all public institutions of higher education. We recommend that the Board of Educational Finance be assigned a lead role in developing a strategic planning process that identifies the postsecondary education needs of the state. Within this context, institutional mission statements should be rewritten and used as the basis for program planning and budgeting decisions. Program reviews should be undertaken to assure that program offerings are compatible with revised mission statements. Consideration should be given to extending the role of the BEF in program review and approval activities to the undergraduate level. Finally, funding decisions at both the state and institutional level should reflect the priority decisions made during the strategic planning and mission review process.

To improve communications among educators, board members, legislators and the general public, we recommend the formation of two leadership groups - one for the four-year institutions and one for the two-year institutions - to discuss regularly the future directions appropriate for postsecondary education in New Mexico.

To provide for the orderly future development of New Mexico's community colleges, we recommend the creation of a community college division within the Board of Educational Finance.

Each of the above recommendations should be linked to the way in which funds are allocated to the various institutions. The current method is out of date and should be reviewed. If mission statements are refined as suggested in this report, then consideration should be given to a mission-based funding approach.

Finally, we recommend that the statute governing the membership of the Board of Educational Finance be amended to conform to the provisions provided for members of boards of regents.

We have concluded our work with a great sense of optimism. New Mexico

has much to be proud of in its educational institutions. It is poised on the verge of a new era with the potential for achieving excellence in all its postsecondary activities. The opportunities are evident, and realizing these opportunities is well within the reach of the state.

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Introduction

This is a time of opportunity for New Mexico public higher education. The colleges and universities are providing excellent service to the people of New Mexico and there is a strong commitment in both the political sector and among educators to improving service. This is a very good base from which to build. In this context the Board of Educational Finance/Commission on Postsecondary Education invited a team of three out-of-state consultants to review the missions of the colleges and universities and make recommendations to guide the future development of public higher education in the state. This report is a product of that review.

The original focus of the project was to provide a general critique of the current mission statements of New Mexico's public institutions of higher education. The scope of the review did not allow for a detailed study of each institution. Rather, the consultant team was asked to review their mission statements and assess their utility as starting points for strategic planning and program review. During our site visits to colleges and universities around the state several additional issues were raised including program review, funding and state-level control.

The consultant team was provided with extensive information about New Mexico's institutions: their students, faculty and programs; their funding; and their governance. After examining the wealth of material presented to us it became apparent that we could not adequately address every issue that was raised. It was necessary to focus our analysis on the larger issues that

would provide appropriate guidelines for the future and particularly for further refinement of institutional mission statements. To do this we had to step back from the substantial information provided about each institution and consider the state as a whole. From this perspective it is clear that the most fundamental need of the public sector of higher education in New Mexico is better planning and coordination among institutions.

For public colleges and universities, the articulation of an institution's mission is best accomplished within an overall framework of the needs of the state as a whole. This framework, or set of goals and objectives, will change over time as the needs of the state and its citizens change. For this reason, a dynamic process of planning is required. The process must be statewide in perspective, oriented toward the future and involve all key policy makers. We believe that statewide planning and coordination are essential to meet the needs of New Mexico. The first section of this report outlines a strategic planning process.

Subsequent sections address specific issues confronting the public four-year and two-year institutions. We do not, however, view the two segments as isolated from each other. Rather, their combined efforts to provide an appropriate range of postsecondary services to the people of New Mexico are complementary and should work in concert. Our recommendations reflect this basic concept. Finally, we comment briefly on the way in which funds are allocated to institutions.

Strategic Planning for New Mexico Higher Education

Higher education fulfills a wide variety of functions, including:

- o Undergraduate and graduate academic instruction
- o Professional training in law, medicine, business and education
- o Vocational/occupational training
- o Basic and applied research in all disciplines
- o Community service, such as the availability of cultural and athletic events and counsel of faculty specialists and advanced students
- o Adult and continuing education for updating or retraining current or reentry workers
- o Remedial education for those who are underprepared

Students range widely in age, from teenagers to septuagenarians. They enroll voluntarily and on their own initiative. They may be fresh from a college preparatory program, burnishing skills learned 20 years ago or laying the groundwork for a midlife career change. They may study full-time, but increasingly they work and study at the same time, creating demands for evening, weekend and early morning classes. Many must juggle family and employment responsibilities at the same time they pursue education goals. In sum, higher education mirrors the range and complexity of the adult world in which it operates.

Because of this range and complexity it is not appropriate to expect any single college or university to fulfill all of the state's needs. When multiple institutions are involved in meeting a variety of educational

objectives the need arises to provide some kind of coordinating mechanism to assure that the needs of all citizens are considered and that limited state resources are spent most effectively. In states where institutions have developed independently, like New Mexico, this is typically accomplished by creating a state-level coordinating board. Twenty-nine states, including New Mexico, currently have such boards. We believe that the statewide coordinating board is the appropriate place to assign the responsibility for organizing and overseeing the process of strategic planning.

Strategic planning is an active process designed to evaluate the strengths and weaknesses of a state's system of higher education or its individual institutions. It does so by scanning the environment in which higher education operates to determine the current and future needs of society and then developing the appropriate responses based on the types of institutions, their locations, their missions, their current capabilities and their capacity for change. Strategic planning focuses on the goals of the system or institution -- that is, on what it should become and how it should evolve. A good strategic planning process is decision centered and blends traditional planning processes with the political environment in which decisions are made.

Good planning requires accurate, current knowledge of society, government and education. There is considerable information currently

available that describes the status of higher education in New Mexico.[1]

In addition, our discussions with a variety of education and political leaders throughout New Mexico led us to conclude that now is a good time to resolve the sensitive issue of the appropriate balance between institutional autonomy and state-level planning and coordination. New Mexico has a tradition of providing its institutions of higher education with extensive freedom to determine their own destinies. Indeed, the state constitution provides for independent boards of regents for all of the four-year institutions and one of the community colleges. In the past, this did not pose any serious problems for either the state or the institutions. Enrollments were growing, money was plentiful and the citizens, by and large, were well served. That environment is changing now. Enrollments have stabilized, resources are more limited and the legislature has become more interested in the nature and distribution of educational opportunities. In addition, new leadership at several colleges and universities makes this an ideal time for change.

It is possible to accomplish the kind of statewide perspective we believe is necessary without making radical changes to the current governance structure. Our recommendations at the conclusion of this section are designed to accomplish this objective.

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1. This information is contained in A Statewide Plan for Postsecondary Education in New Mexico: 1983-1987, November 1982; The Future is Excellence: Report of the New Mexico Governor's Commission on Higher Education, December 1983; A Profile of New Mexico's Public Institutions of Higher Education: Mission Statements and Their Context, June 1984.

In the early 1950s the Board of Educational Finance (BEF) was created to review institutional budget requests and advise the legislature on appropriate priorities for funding higher education in the state. The BEF has continued to play that role. Recently, however, it has become increasingly apparent that the BEF's secondary role, that of planning for all of higher education under its assigned role as the Commission on Postsecondary Education, is the role that needs to be more actively pursued.[2]

The Board of Educational Finance should continue to serve its original role of reviewing and assigning priorities to the budget requests of the colleges and universities. In our view it should also be strengthened as a statewide planning and coordinating agency that would serve the following purposes:

(1) Convene, Lead and Staff a Strategic Planning Process for Higher Education. Such a process should include the active participation of all institutions, develop an environmental scanning capacity that would provide information for all postsecondary policymakers, identify areas of unmet need within the state as well as areas of overemphasis, and provide a mechanism for reaching consensus on policy directions for the future.

(2) Create and Support Two Leadership Groups -- One Consisting of Presidents and Board Chairmen from Four-Year Institutions and a Similar One from Two-Year Institutions. Each group might meet twice a year to discuss future directions and exchange information on significant developments on individual campuses. Each group might also include the governor, legislative leaders and leading

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2. This assignment is made in New Mexico statutes and grew out of the federal Higher Education Amendments of 1972 (Section 1202) under which the state received planning money for postsecondary education.

citizens. They would be supported by BEF staff augmented by individuals from various campuses who have a particular expertise in the issues under discussion.

One spinoff of these groups might be to generate reports and newspaper articles to be used to improve the general public's understanding of public higher education in New Mexico.

(3) Support Planning Activities at Individual Institutions. The gathering, analysis and sharing of a variety of information - for example, demographic trends, employment trends, uses of technology, enrollment and fiscal trends - with all institutions would be very helpful to the planning efforts of each institution.

(4) Provide Analytic Studies to the Governor and the Legislature. As issues of statewide importance emerge, the BEF should be able to provide public decisionmakers with thorough analyses of the issues, including potential positive and negative consequences of proposed policies, probable fiscal impacts in the short and long range and the experiences of other states that have adopted similar policies.

Recommendation 1. The planning and coordinating responsibilities of the Board of Educational Finance should be strengthened and adequately staffed. The Board, with the cooperation of the institutions, should establish an ongoing strategic planning process to identify state priorities, to translate these priorities into institutional missions and programs and to encourage the legislative and executive branch to support funding strategies aimed at achieving priorities.

Recommendation 1(a). A leadership group consisting of presidents and board chairmen and possibly the governor and legislative leaders, should meet regularly to discuss future directions for higher education.

In making these and subsequent recommendations we were sensitive to fears expressed by many of those interviewed about creating a "super board" at the state level. The term "super board" is generally associated with a statewide governing body with extensive authority, such as hiring presidents, determining curricula, and hiring, promoting, and terminating faculty. We do not believe that New Mexico needs a "super board" or any type of statewide

governing board. What is needed is a coordinating body that facilitates and oversees the planning process and ensures that state interests are taken into account when decisions are made. New Mexico already has such a body in the Board of Educational Finance. We are suggesting that this body expand its coordinating role, not become a governing board. As a coordinating board it would continue to be advisory to the legislative and executive branches of state government. Individual institutional boards would continue to be responsible for governing their institutions.[3] We agree with Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, in his statement:

> If the integrity of higher education is to be preserved, the academy must have full authority over those essential functions that relate to teaching and research. These include the selection of faculty, the content of courses, the processes of instruction, the establishment of academic standards, and the assessment of performance. Academic integrity also requires that the university have control over the conduct of campus-based research and the dissemination of results. These functions constitute, we believe, the essential core of academic life. It is here that the integrity of the campus must be uncompromisingly defended.[4]

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3. For a summary of state approaches to higher education governance at the state level see Gordon Van de Water and Nancy Berve, Higher Education Governance in the Fifty States (Denver, CO: Augenblick, Van de Water & Associates, June 1984).

4. The Carnegie Foundation for the Advancement of Teaching, The Control of the Campus: A Report on the Governance of Higher Education, 1982, p. 6.

The Public Four-Year Institutions

New Mexico's four-year institutions include a comprehensive university, a land-grant university, an institute of mining and technology, and three regional universities. These institutions provide a wide variety of services to New Mexico's citizens. The basic philosophy, special emphases, and range of services provided by each institution should be articulated in each mission statement.

The Mission Statement

No single institution can reasonably be expected to fulfill the educational needs of every citizen of the state. Each institution should focus on a particular range of activities. It is common practice to differentiate missions by institutional type. For example, the statewide comprehensive university is usually charged with three broad goals: (1) the discovery and advancement of knowledge (the research function); (2) the transmission of knowledge in all fields at the undergraduate, graduate and professional levels (the teaching function); and (3) the provision of assistance to the larger society to solve practical problems (the public service function).

Other institutions are charged with similar goals depending on their role. A land-grant institution, if separate from the statewide university, for example, is typically charged with the same goals but emphasizes its

historical missions in "agriculture and the mechanical arts." Regional universities typically provide undergraduate teaching and limited professional and/or graduate programs, most often related to the preparation and advancement of teachers. They do not usually offer doctoral-level programs. Community colleges emphasize teaching to prepare students for job entry and transfer to baccaulaureate programs. They also provide public service to their local communities. They do not emphasize the discovery and advancement of knowledge.

A college or university mission statement should include where the institution has been, where it is heading and where it is not heading. Both permissive and restrictive elements are necessary if the statement is to be used as a guide for planning and budgeting action. An institution's mission is a broad statement of fundamental purposes. It includes the social and intellectual aspirations of the institution, describes the continuing responsibilities of the institution and suggests their relative emphasis.

The articulation of an institution's role distinguishes it from similar colleges and universities according to level and range of program offerings, research activity and selectivity in admissions. For example, the role statement might indicate the level at which degrees are conferred, the broad academic and professional areas that are offered and any areas of unique responsibility. It is in this area that the Board of Educational Finance might seek greater authority in order to better coordinate the postsecondary offerings across the state.

The scope portion of the mission statement defines how much of each

activity is being carried out - the extent of programs offered, research supported and public service activities engaged in.

Mission statements serve as a guide for the multiple daily decisions that an institution must make. As such, they are as important in education as they are in business. Peter Drucker has stated the importance of such statements in business as follows:

> Only a clear definition of the mission and purpose of the business makes possible clear and realistic business objectives. It is the foundation of priorities, strategies, plans and work assignments. It is the starting point for the design of managerial jobs and, above all, for the design of managerial structures. Structure follows strategy. Strategy determines what the key activities are in a given business. A strategy requires knowing "what our business is and what it should be."[5]

Our conclusion, after reviewing the mission statements of New Mexico's four-year colleges and universities, is that current statements are too vague to be much help in making policy decisions about the future of an institution. The statements tend to be all-inclusive in nature. It is an axiom in higher education that no single institution can be all things to all people. The mission statement is the appropriate place to begin defining the special attributes of an institution that distinguish it from other institutions. The lack of such a statement allows each institution to develop idiosyncratically, that is, in response to momentary pressures as they arise without regard to the longer range and more cohesive development

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5. Peter Drucker, Management: Tasks, Responsibilities, Practices. (New York: Harper and Row, 1973, p. 75).

needed to produce institutions of excellence.

In our conversations with board members, administrators, faculty and legislators we tested the extent to which current mission statements are actively used. The general tenor of the responses was that mission statements are known to exist but serve the primary purpose of providing a good introductory statement for college catalogs. In other words, they are not used for making program and service decisions.

There are basically three options about the use of mission statements in New Mexico that could be made:

(1) Maintain the Status Quo. Under this option, the institutions would be free to continue to offer whatever courses and programs they felt made educational and economic sense. Any statewide involvement would be limited to fiscal reviews as at present.

(2) Rewrite Mission Statements Independently. In this approach, the mission statements would be redrafted by each institution to include more specific guidelines for institutional development and could be used as the basis for internal decisions about educational offerings and support services.[6] While this would serve to enhance institutional planning and decision making, it would not provide for a statewide perspective on postsecondary needs.

(3) Focus Mission Statements Within An Overall Context. Using this approach, institutions would work cooperatively with the BEF to develop mission statements within the context of goals for all postsecondary education throughout the state. In this way, each institution would be able to focus on its own distinctiveness within a framework that assured the overall needs of the state would be met.

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6. New Mexico State University has revised its mission statement since we visited the campus in May.

Given the possibility of limited resources and limited future enrollment growth, we believe that New Mexico would be served best by adopting the third approach. Most of the work of developing shared assumptions about the postsecondary needs of New Mexico's citizens has already been completed through the master plan process and the dialogue surrounding the Governor's Commission on Higher Education. The remaining work should focus on developing an ongoing strategic planning process and establishing more specific mission statements for each of the colleges and universities in the state.

We heard a good deal of interest expressed in the idea of using mission statements as the starting point for strategic planning for New Mexico's colleges and universities. We endorse the idea of refining mission statements within a strategic planning context. The starting point for this approach should be the environmental scanning portion of strategic planning -- that is, identifying the needs and priorities of the state, areas of unmet need and areas of overlap or duplication. After this, mission statements can be reevaluated in light of overall needs and priorities.[7] A strategic planning approach to mission development should include six phases. In phase one, strategic planning activities provide information on future external factors important to the institution, the current internal

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7. An excellent source of guidance for the entire process of mission review and development is contained in Mission Review: Foundation for Strategic Planning, a 1981 publication of the National Center for Higher Education Management Systems. Excellent examples of strategic planning in higher education are contained in Academic Strategy: The Management Revolution in American Higher Education by George Keller (1983).

capacities to meet future demands, the willingness and ability to change, and the future viability of the current mission statement. In the second phase, the current mission statement is assessed in light of what the institution is actually doing. If a faculty member, board member or external reviewer cannot identify the mission statement as accurately describing the institution, then it is time to consider drafting a new statement. In phase three, mission reformulation is undertaken. The revised mission statement provides the basis for planning, budgeting and day-to-day decision making. With this basis, goals and objectives can be formulated to achieve the stated mission. In the fourth phase, current program offerings are reviewed to determine if they are still appropriate. In phase five, funding decisions are made that reflect the revised mission and program configuration. Finally, progress is evaluated annually and adjustments are made as necessary in order to maintain progress toward the goal of a clearly defined institution of excellence.

An excellent example of a mission statement that is used as the basis for planning and decision making is that of the University of Nebraska. This statement is included as Appendix B of this report.

One final caution is in order. Our experience leads us to conclude that mission planning, like other types of planning, is most successful when a broad range of participants is included, adequate time and resources are provided, key leaders are committed to using the products of the planning

effort and pertinent up-to-date information is used.[8]

Recommendation 2. The mission statements of New Mexico's colleges and universities should be reexamined as part of a strategic planning process and rewritten to specify in more detail the expected areas of development as well as the areas that are outside the aspirations of the institution.

Program Monitoring.

Traditionally, program monitoring has been the province of faculty and administrators at colleges and universities. Recently, as many states have experienced stable enrollments and greater fiscal constraints, there has been increasing interest in coordinating and/or managing the growth and distribution of programs and degrees at the state level. Citizen and legislative concerns about "what are we getting?" and "how good is it?" have propelled state agencies to become more actively involved in program approval and discontinuance decisions.

New Mexico is no exception. There is increasing concern about the need for similar programs at a variety of institutions. This concern does not extend to the provision of core undergraduate courses such as English and mathematics. Rather, the concern is expressed that certain graduate degree

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8. For a more detailed discussion of these factors see Gordon Van de Water, "Participatory Planning for Education," (Denver: Augenblick, Van de Water & Associates, January 1984).

programs and less than baccalaureate vocational programs are offered in too many locations, thus preventing the development of a few excellent programs. The argument in defense of such offerings is typically stated in terms of the large physical distances in New Mexico and the need to provide educational opportunities on a regional basis in order to accommodate the needs of students with jobs or a preference to remain in a particular area. In the ideal world this would be a persuasive argument. But New Mexico is faced with limited resources and must make judgments about the most effective investment of those resources. We believe that the best course for the future is to be more restrictive in program offerings in order to concentrate resources on fewer programs of excellence. In order to provide services to students in remote locations we suggest that the possibility of providing courses via two-way telecommunications be explored.

The two basic options for providing program monitoring are:

(1) Leave the Monitoring Responsibilities to Each Institution. Under this approach each college or university would be solely responsible for deciding which programs to offer and which to discontinue. There would be no coordination among institutions.

(2) Provide the Board of Educational Finance with Authority to Review and Approve New Program Offerings. Under this option, the Board of Educational Finance would be responsible for reviewing new programs and would be authorized to approve those programs that met a state need and did not duplicate already existing programs.

From our review we believe that the second option is the most appropriate for New Mexico. New Mexico should consider extending current BEF approval of graduate programs to all new undergraduate programs. In

addition, through its planning process, the BEF should take an active role in encouraging the review of all existing programs through serving as a clearinghouse for program review schedules at the campuses, providing information on program review procedures, recommending possible off-campus reviewers and maintaining a library of completed program reviews.

Recommendation 3. The Board of Educational Finance's current program review and approval authority for graduate programs should be extended to include all new undergraduate programs.

The Public Two-Year Institutions

The organization of public two-year institutions in New Mexico is very confusing. A conservative count reveals 17 different institutions operating under five statutory provisions and 10 independent boards. There are 9 two-year branch campuses of the universities (3 operated by the University of New Mexico, 4 operated by New Mexico State University, and 2 operated by Eastern New Mexico University), 4 independent community colleges, 1 military institute, and 3 vocational/technical institutes. This count does not include the community college services provided by the universities on their main campuses or the outreach activities of some of the branch campuses.

Mission Statements and Program Review

The missions of these institutions vary greatly. Six of the university operated branch campuses and the four independent community colleges may be grouped as comprehensive community colleges.[9] Each of these institutions describes its mission as that of a comprehensive community college. The mission statements are further elaborated to include the first two years of the baccalaureate degree, vocational/technical offerings, remedial/developmental offerings and services, community service and other statements commonly found as describing mission for the two-year

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9. UNM/Valencia, UNM/Gallup, NMSU/Alamagordo, NMSU/Carlsbad, NMSU/Grants, ENMU/Clovis, New Mexico Junior College, Northern New Mexico Community College, San Juan College, and Santa Fe Community College.

comprehensive community college.

In contrast, ENMU/Roswell has a much larger proportion of its students enrolled in terminal vocational/technical programs. UNM/Los Alamos is distinctive because it defines its mission as providing transfer and technology programs "that have a nationally demonstrated demand and that use the distinctive Los Alamos expertise." The Military Institute at Roswell includes a secondary-level college preparatory program and emphasizes a regimented environment designed to develop character and leadership skills. The three vocational/technical institutes concentrate on certificate programs leading to immediate entry into the job market.

Access to the range of services provided across the state is largely dictated by geography. If you happen to live in an area with a community college, then access to those programs offered by the college is readily available. If you are interested in a program not offered locally or live in a community without any services, then access is available only if you are willing to relocate (at least while enrolled). By and large, New Mexico has done an excellent job in providing geographically available educational opportunities to its population.

A second aspect of access is the ability of a student to transfer credits from one institution to another. We did hear of several instances of students losing time and credits because of transfer difficulties. This is a problem currently being addressed through a BEF articulation study. We commend these efforts as being in the best interests of students and the state.

State-Level Coordination

There is no effective coordinating mechanism at the state level. The environment across the state can best be described as highly competitive and opportunistic. The only constraints that operate in the search for opportunities to expand mission, or to expand programs and services within existing missions, are funding and the complicated requirements for approval operating at the university branches. The most important planning document is the annual budget, and it is never final until the legislature adjourns.

This is not to say that individual institutions do not plan. New Mexico Junior College, in particular, gives evidence of extensive planning and similar efforts appear underway at San Juan College and Santa Fe Community College. Eastern New Mexico University/Roswell has an extensive facilities plan, as do several of the other branch campuses. The problem is that there is no mechanism for articulating the plans formed by each independent board. As a result, uncoordinated efforts may be made by institutions reporting to two different boards to serve an area currently without two-year college services such as Ruidoso. In general, the absence of services to specific areas seems to be more of a problem than duplication of services.

Recommendation 4. The Board of Educational Finance, in cooperation with the two-year institutions, should identify the needs for two-year college education in New Mexico currently not being met and should establish priorities for responding to these needs.

Recommendation 5. **There should be created within the Board of Educational Finance a division of community colleges to provide the same planning and coordinating services to two-year colleges that would be provided by Recommendation 1 for the four-year sector.**

All community college services, regardless of where offered or under whose auspices, should be coordinated through this division. As a priority the community college division of BEF should work to bring two-year college services to those areas of New Mexico not currently served. In undertaking this effort, we envision no need to establish additional campuses.

Recommendation 6. **The mission statements of existing two-year institutions should be reviewed in relation to the priorities and constraints identified in the planning process.**

Recommendation 7. **Subsequent to the mission review, program offerings at the two-year institutions should be reviewed and adjustments made as necessary to bring program offerings in line with revised mission statements.**

Community College Services for Albuquerque

Provision of community college services in the Albuquerque area is an issue of special concern. Albuquerque is the largest urban area in New Mexico and has no community college. Community college services are made available to local citizens from two sources: Albuquerque Technical-Vocational Institute provides certificate programs leading to immediate employment; the University of New Mexico provides remedial, preparatory and transfer opportunities through its General College. It is

our impression that the General College concept at UNM is similar to those already operating at NMSU (through its Dona Ana facility on the main campus of NMSU) and Western New Mexico University, but has not been carefully planned. Initial projections indicate that the General College could enroll as many as 5,000 students within five to seven years. This would be an operation of significantly greater scale than either of its counterparts at NMSU and WNMU and would have a strong impact on the comprehensive research mission of UNM, especially in regard to the nature and expectations of the faculty that would have to be hired.

A second problem involves the method of funding such a college. Under the current funding approach, universities receive enriched funding for providing supplementary education services to underprepared students. In effect, the state would be paying this enriched funding to provide community college services to Albuquerque residents without any support being provided by the community.

While the General College idea does respond to the needs of a metropolitan area the size of Albuquerque, we believe that the more appropriate long-range solution rests with expanding the services offered through the Technical-Vocational Institute to include remedial, preparatory and transfer offerings.

Recommendation 8. Providing community college services to the Albuquerque area should be accomplished by encouraging an evolutionary development of the Albuquerque Vocational-Technical Institute into a comprehensive community college.

The Institute should have a close working relationship with the BEF's community college division, including active participation in the planning and coordinating process envisioned in Recommendation 4.

The Institute should be given degree-granting authority for those two-year programs currently offered that meet appropriate criteria. The Institute should also be encouraged to experiment with programs offered during the evenings or on weekends.

The provision of community college services to the Albuquerque area should be reviewed as part of the annual planning process coordinated by the BEF. Whenever evidence suggests important disparities between services available to residents of Albuquerque and those available in comparable urban areas in other states, TVI should be encouraged to expand its services.

The current status and future potential of the Luna and Tucumcari Vocational-Technical Institutes should be reviewed. Consideration should be given to creating a common status under law and a common funding approach following the general principle of comparable local effort for comparable services. It may also be desirable to consider providing for the VTIs to achieve community college status at some later date, either by local option according to specified criteria or by entering into relationships with adjacent colleges or universities.

Funding

While funding was not an area we set out to explore, it was repeatedly called to our attention. This was quite appropriate since strategic planning, mission development and program review all have fiscal implications.

For the four-year institutions, the current formula, in use since 1976, no longer reflects the actual costs of providing educational services. Basic discipline clusters need to be reviewed and updated if the FTE-driven formula approach is to be continued. The formula does not recognize enrollment growth when it occurs nor does the formula provide any funds for equipment or start-up costs for new programs. These funds must be squeezed out of the current operating budget.

The various means of providing support to New Mexico's four-year institutions of higher education need to be reviewed. If the current formula approach is maintained, the review should include the respective roles of the student, the local community and the state in providing funds; issues of equity, uniformity and simplicity; and responses to both enrollment declines and enrollment increases. Consideration should also be given to providing incentives for enhancing quality, perhaps through an annual competitive proposal process as used in Virginia or through a more general approach as used in Tennessee.

If mission statements are revised as recommended in this report, then consideration might be given to a mission-based funding approach as used in

Kentucky.

Recommendation 9. **The methods of providing funds to New Mexico's four-year institutions of higher education should be revised with emphasis given to more accurately supporting actual costs, improving equity and providing incentives for excellence.**

Whatever approach is finally chosen, it is important that the process used to develop it is broadly participatory and the outcome is seen to be fair for all institutions.

For the independent community colleges local support varies from the four mills levied in support of New Mexico Junior College to zero in the case of Northern New Mexico Community College, which gets 100 percent of its funds from the state legislature. Santa Fe Community College has successfully managed to cap its local support at two mills with the state agreeing to make up the remainder.

At the two-year branches of the universities, financial support is provided by local communities through mill levies. According to data prepared for House Bill 24 during the 1983-84 session of the legislature, mill levies for branch campuses for operational purposes vary from .254 at Carlsbad to 1.316 at Clovis. Debt levy mill rates varied from zero at Dona Ana and Valencia to 2.727 at Grants. In addition, community college services are provided by the main campuses of the universities at no cost to the local community. Finally, remedial education at the universities is provided with enriched funding under the formula, while at the branch campuses, where most

of the remedial work takes place, no additional funding is provided.

Recommendation 10. There needs to be greater consistency and equity in the funding procedures for two-year colleges. In addition there needs to be a more carefully defined relationship between state priorities, program costs and funding strategies.

Conclusion

We believe that there is good cause for optimism in viewing the future of public higher education in New Mexico. This belief is based on our observations during campus visits, discussions with board members and legislators and review of current activities. One consistent theme for improvement is the need to communicate better among campus policy makers, state officials and elected leaders. Several of our recommendations are designed to address this underlying issue.

New Mexico has done well in providing a wide variety of educational opportunities to its citizens. We see the state as ready to launch a new era of cooperation designed to build on its past achievements and more efficiently and effectively provide educational services during the remainder of this century.

The role of the Board of Educational Finance will be pivotal in launching this new era. Its statewide responsibility gives it an essential perspective for sorting out the competing needs of the individual institutions. Strengthening its planning and coordinating functions will provide it with an appropriate set of responsibilities without seriously constricting the roles of the institutions' boards of regents. To carry out these responsibilities requires that the Board be able to count on continuity in its membership. To achieve this continuity we recommend that the statute governing the BEF be made parallel to the appointment provisions for members of the institutional boards of regents. This would require that the statute

be amended to provide that a member of the BEF could not be removed from office before the expiration of his/her term except for incompetence, neglect of duty or malfeasance in office. No removal could be made without notice of hearing and an opportunity to be heard. The supreme court of New Mexico would have exclusive jurisdiction over proceedings to remove members of the board under such rules as it may promulgate and its decision would be final.[10]

Recommendation 11. **The statute governing membership on the Board of Educational Finance should be amended to make it parallel to the membership provisions governing members of the institutions' boards of regents.**

The recommendations presented here provide an ambitious agenda for future action. We think the state can act immediately in a number of areas. Within the next year actions can be taken to:

(1) Begin the development of a strategic planning process;

(2) Form a higher education leadership group;

(3) Amend the statute establishing the BEF to provide provisions for non-renewal of board members except for cause;

(4) Initiate a review of the current funding formula.

Over the next several years, steps can be taken to:

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10. This approach is patterned after Article XII, Section 13 of the New Mexico constitution, which provides this status to members of the boards of regents of higher education institutions.

(1) Begin the process of mission review at the individual campuses;

(2) Explore the feasibility of creating a community college division within the BEF;

(3) Increase the capability of the BEF to gather and share information with all those interested in higher education policy for the state.

Underlying each of our recommendations is the need for all education leaders to work together more cooperatively for the best interests of New Mexico's citizens.

APPENDIX A

Persons Interviewed

LEGISLATORS

Senator Caleb Chandler
Senator Harry McAdams
Senator Bill McKibben
Representative Gary Robbins
Representative Robert Corn
Representative John Dickson
Representative Robert Hawk
Representative Dick Minzner
Representative Bob Moran
Representative Hoyt Pattison
Representative Murray Ryan
Representative Nick Salazar
Representative Samuel Vigil

BOARD OF EDUCATIONAL FINANCE

Ms. Dolly Baker, Vice Chairman
Mr. Robert Lydick
Mr. Nelson Tydings, Chairman
Ms. Jane Trego

INSTITUTIONS

ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE

Mr. Dale Kirby
Mr. Louis Saavedra, President

EASTERN NEW MEXICO UNIVERSITY

Dr. William Engman, Vice President of Academic Affairs
Dr. Everett Frost, Vice President of Planning and Analysis
Dr. Jay Gurley, Provost/Clovis
Dr. Lloyd Hughes, Provost/Roswell
Dr. Robert Matheny, President
Ms. Jane Moberly, Regent
Dr. Buck Wilson, Regent

LUNA AREA VOCATIONAL SCHOOL

Mr. Moise Medina, Student Services Coordinator
Mr. Lawrence Pino, Director of Instruction
Mr. Felix Rael, Registrar and Placement Officer

NEW MEXICO HIGHLANDS UNIVERSITY

Dr. John Aragon, President
Dr. Jeannie Crosby, Curriculum and Faculty Development Specialist
Dr. Jessie Querry, Academic Dean

NEW MEXICO INSTITUTE OF MINING & TECHNOLOGY

Dr. Laurence Lattman, President
Mr. Donald Morris, Chairman of the Board of Regents
Mr. Dennis Peterson, Vice President, Finance and Administration
Dr. Carl Popp, Director, College Division

NEW MEXICO JUNIOR COLLEGE

Dr. Robert Anderson, President
Dr. John Shepherd, Dean of Instruction

NEW MEXICO STATE UNIVERSITY

Dr. Gerald Burke, Associate Academic Vice President
Dr. David Byrne, Dean, College of Education
Dr. Lowery Davis, Dean, College of Human and Community Services
Dr. Harold Daw, Associate Academic Vice President
Dr. James Dyke, Director, University Library
Dr. Peggy Elder, Vice President of Student Affairs
Dr. Thomas Gale, Dean, College of Arts and Sciences
Dr. Joseph Genin, Dean College of Engineering
Dr. George Goedecke, Chairman, Faculty Senate
Mr. Gus Grace, President of ASNMSU
Dr. Curtis Graham, Dean, College of Business Administration and Economics
Mr. Robert Kirkpatrick, Vice President for Business Affairs
Dr. Shelton Marlow, Director NMSU Carlsbad
Dr. Peter Matchett, Dean, Graduate School
Dr. Merle Niehaus, Associate Dean, College of Agriculture and Home Economics
Mr. Warren Noland, Associate Dean
Dr. Patricio Quintana, Director, NMSU Dona Ana
Dr. Charles Reidlinger, Director, NMSU Alamogordo
Dr. Donald Roush, Executive Vice President
Dr. Gerald Thomas, President
Dr. Victor Watson, Dean of Instruction, NMSU Alamogordo
Mr. Richard Wells, Assistant Vice President for Business Affairs

NORTHERN NEW MEXICO COMMUNITY COLLEGE

Mr. Frank Carrasco, Dean of Instruction
Mr. Herman Wisenteiner, Board Chairman

SANTA FE COMMUNITY COLLEGE

Dr. Donny Gonzalez, Director, NMSU Grants
Dr. James Henderson, President, San Juan College
Dr. John Pacheco, Dean of Instruction, Santa Fe Community College
Dr. William C. Witter, President, Santa Fe Community College

UNIVERSITY OF NEW MEXICO

Mr. Jose Cano, Business Officer, UNM Valencia
Dr. McAllister Hull, Jr., Provost
Mr. Marvin "Swede" Johnson, Administrative Vice President for Student Affairs, Alumni Relations and Development
Dr. Joel Jones, Associate Provost for Academic Affairs
Professor David Kauffman, President Faculty Senate 1983-84
Mr. Willard Lewis, Director of Administration and School of Medicine Budget
Dr. Susan Lynch, Coordinator, Branch Programs, UNM
Ms. Marie Mound, President, UNM Graduate Student Association
Ms. Betty Nichol, Vice President for Development
Dr. Leonard Napolitano, Dean, School of Medicine
Dr. Vera Norwood
Mr. John Perovich, President
Dr. John Rivaldi, Dean of General College
Dr. Alex Sanchez, Associate Provost for Community Education
Dr. Joseph Scaletti, Associate Provost for Research
Mr. James Wiegmann, Director of Budget

UNIVERSITY OF NEW MEXICO LOS ALAMOS

Dr. Angela Coop, Associate Director for Instruction
Dr. Herb Lyon, Director
Dr. Dennis Gill, President, UNM Los Alamos Advisory Board

WESTERN NEW MEXICO UNIVERSITY

Dr. Dan Baxley, General College
Mr. Ramon Carrillo, Registrar
Dr. J. Stuart Devlin, Business and Social Sciences
Dr. Chris Farren, Vice President for Administrative Affairs
Ms. Nancy Genova, Counseling
Mr. Richard Lawyer, Comptroller
Mr. Roger Lutz, Vice Chair of the Faculty Senate
Mr. Claude Smith, Faculty Coordinator of the College of Arts and Letters
Ms. Carol Tama, Education

OTHERS

Mr. Arthur Blumenfeld, Director of the Finance and Management Department, City of Albuquerque
Mr. Jack Clifford, Economic Forum
Dr. George Dacey, President, Sandia National Laboratories
Mr. Lionel Holguin, Vice President, Albuquerque Hispano Chamber of Commerce
Mr. Robert Jancar, Vice President, Albuquerque Chamber of Commerce
Mr. Frank Kleinhenz, Chief Administrative Officer, City of Albuquerque

APPENDIX B

ROLE AND MISSION OF THE UNIVERSITY OF NEBRASKA

Adopted by the Board of Regents of the University of Nebraska
September 9, 1977

Introduction

The University of Nebraska, chartered in 1869 "to afford to the inhabitants of this State the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts," provides a wide range of educational opportunities for the people of Nebraska, discovers and interprets new knowledge, and offers public service programs throughout the State. These three parts of the University's educational mission—instruction, research, and public service—are interdependent, and form the foundation of the University's contributions to the State. Because of the breadth of its mission and the comprehensiveness of its programs and resources, the University of Nebraska has been and should continue to be the only public university in the State. As such, the entire State of Nebraska is the University's campus.

The University of Nebraska operates through three major administrative units—the University of Nebraska–Lincoln, the University of Nebraska at Omaha, and the University of Nebraska Medical Center. The University has nearly 43,000 students enrolled in nineteen different colleges, a faculty of over 2,600 drawn from distinguished universities throughout the world, comprehensive administrative and support staffs, library holdings of over two million volumes, and land, buildings, and equipment valued in excess of 400 million dollars. The students of the University are drawn primarily from the 93 counties of Nebraska, although students are also enrolled from all 50 states and from many foreign countries. The student body includes substantial numbers of part-time students and persons beyond the traditional college age, many of whom are employed full-time.

The people of Nebraska have made a substantial investment in developing the facilities and resources of the University. For this reason, and in view of the high costs of establishing duplicate programs at other public institutions of postsecondary education (especially in an era of stable and even declining enrollments), the exclusive responsibility for a great number of programs and services should remain with the University. In order that the needs of the entire State for such programs and services are met, the University should continue to work in close cooperation with all of the State's other institutions of postsecondary education.

Educational Programs

The University of Nebraska provides a comprehensive range of programs at the bachelor's, master's, specialist, doctoral, postdoctoral, and professional levels. The University also offers curricula leading to associate degrees and certificates in areas in which the University has specialized faculty and resources.

Given the geographic separation of institutions of higher education in Nebraska, and the need for easy accessibility to certain programs in all parts of the State, there are undergraduate programs in some areas of the arts and sciences, business administration, and teacher education in which duplication of offerings is both necessary and appropriate. Nonetheless, at the undergraduate level there is a number of specialized degree programs and majors in the natural and physical sciences, behavioral and social sciences, business administration, teacher education, humanities, and fine arts, which should continue to be offered exclusively by the University among public institutions of higher education in Nebraska.

The University of Nebraska should continue to be the only public institution in the State to offer instructional programs or degrees in the professions, particularly in those fields (other than teacher education) requiring special accreditation, certification, or licensure. As needs arise, the University should work cooperatively with state and area colleges in offering professional programs under University direction at additional locations throughout the State.

Because of the breadth and quality of the University's faculty and resources in graduate education and research, the extraordinarily high costs involved in developing and maintaining quality programs at the graduate level, and the uncertainty in predicting graduate enrollments over the years ahead, it is recommended that all graduate education at the specialist, doctoral, and postdoctoral levels, and all graduate education at the master's level in all fields other than teacher education be conducted throughout the public sector of higher education in Nebraska under the existing statewide mission of the University of Nebraska. The University should provide opportunities for qualified faculty at other institutions in the State to participate in the University's graduate programs. If the need develops for graduate programs at additional locations throughout the State, the University should work closely with other institutions in the development of such programs under the direction of the University's graduate faculty.

The University should continue to develop more effective student transfer arrangements with other institutions of higher education, and provide improved educational opportunities for Nebraskans through cooperative and contractual agreements with institutions in neighboring states. In addition it is recommended that any general non-residential degree developed in Nebraska be a statewide cooperative effort, conducted under appropriate faculty supervision, with all institutions contributing to its delivery.

Research and Scholarship

The University of Nebraska serves as the State's primary center for both basic and applied research. The University, with a tradition of research that began with its creation as a land-grant institution, continues to provide the intellectual climate necessary for research and for attracting the faculty and resources needed for quality programs of research and graduate education.

The University's faculty have the knowledge, expertise, and proven abilities to expand man's knowledge. Their capabilities and productivity are widely recognized and result in publications, recitals, exhibitions, honors, grants, and involvement in national and international scholarly and professional organizations. Essential to the research and creative endeavors of the faculty are the University's library holdings, extensive computing resources, museums and studios, sophisticated scientific equipment and laboratories, and statewide network of agricultural research facilities.

A vigorous and productive research program is a prerequisite for general accreditation of the University as a whole, and for professional accreditation of numerous programs within the University. Research also constitutes the essential foundation of quality instructional programs at the graduate level, and contributes significantly to the breadth and quality of the University's undergraduate programs. Then too, the University's programs of basic and applied research yield extensive practical benefits to Nebraska agriculture, business, education, industry, government, the professions, and the public at large. Finally, through participation in national and international scholarly communities, the University's achievements in research are shared with the world, and advances in research throughout the world are made available to Nebraskans.

In view of these factors, the University should continue to be the only public postsecondary institution in the State with an institutional mission for research. As new areas and needs develop, the University should continue to broaden and improve its programs of basic and applied research.

An additional major purpose of research is to improve and revitalize faculty. The University should encourage its faculty to work increasingly with qualified faculty at other institutions in Nebraska in collaborative research programs, thereby allowing these faculty members to benefit from, and contribute to, the University's resources in the areas of scholarship and research. As in the case of graduate education, a cooperative approach is clearly preferable to developing duplicate research programs at other institutions.

Public Service and Extension

By tradition and through adoption of the land-grant responsibilities set forth in the Morrill Act of 1862 and the Smith-Lever Act of 1914, the University of Nebraska provides comprehensive public service and extension to all citizens throughout Nebraska. Services are provided through programs in (1) general extension, (2) continuing education for the professions, (3) cooperative extension, (4) cultural outreach and recreational programs, (5) direct patient and client care, and (6) non-traditional means of delivering education. Additionally, technical and advisory services are provided to agriculture, industry, community groups, business, education, the professions, and all levels of government. In these areas, the whole State is the campus of the University, with its personnel and facilities providing service and extension in every county in Nebraska.

In the area of general extension, the University of Nebraska should continue to offer correspondence courses, credit and non-credit field courses, workshops, and conferences throughout the State. Where appropriate, these programs should continue to be offered in cooperation with other institutions. The University should continue its policy of not offering credit field courses in general extension which can be provided locally by the state and area colleges.

In the field of continuing education for the professions, credit and non-credit courses, workshops, and seminars should continue to be provided exclusively by the University among public postsecondary institutions.

The State's cooperative extension programs in agriculture, home economics, and related subjects, developed in cooperation with the U.S. Department of Agriculture and local citizens, should continue to be provided exclusively by the University through its network of county agents operating in every county in Nebraska.

As a result of its special resources, the University should continue to extend cultural and recreational programs throughout the State through such diverse means as University publications, radio and television broadcasts, and traveling exhibitions and performances. Where appropriate, these programs should continue to be offered in cooperation with other institutions of higher education in Nebraska.

The various health care facilities and faculties in the health professions at the University should continue to provide direct patient care to citizens coming from every part of Nebraska and from surrounding areas. Such programs should continue to be conducted in close cooperation with local health professionals through the University's statewide network of affiliated health care facilities.

Summary

The University of Nebraska has a long tradition of responding to the educational needs of the citizens of the State by providing leadership and programs of high quality in the areas of instruction, research, and public service. It expects to continue to carry out its responsibilities in these areas in close cooperation with other institutions of higher education in the State.

Appendix B

Historical Information on Funding of Higher Education

STATE OF NEW MEXICO
STATE APPROPRIATIONS TO POSTSECONDARY EDUCATION
(IN THOUSANDS)

	TOTAL APPROPRIATIONS (APPROP. ACT)	POSTSECONDARY EDUCATION APPROPRIATIONS	POSTSECONDARY EDUCATION PERCENT OF TOTAL
1970-71	$ 251,539	$ 42,794	17.0%
1971-72	270,540	46,783	17.3%
1972-73	329,370	52,385	15.9%
1973-74	340,140	57,064	16.8%
1974-75	377,591	66,151	17.5%
1975-76	437,200	76,356	17.5%
1976-77	493,501	90,165	18.3%
1977-78	575,529	107,618	18.7%
1978-79	660,743	125,810	19.0%
1979-80	739,264	138,799	18.8%
1980-81	866,694	161,128	18.6%
1981-82	1,041,092	183,941	17.7%
1982-83	1,186,342	202,183	17.0%
1983-84	1,230,904	206,595	16.8%
1984-85	1,328,773	233,690	17.6%

STATE OF NEW MEXICO
STATE APPROPRIATIONS TO HIGHER EDUCATION
FOR INSTRUCTION AND GENERAL
(IN THOUSANDS)

	TOTAL APPROPRIATIONS	APPROPRIATIONS FOR I&G (1)	I&G AS PERCENT OF TOTAL	PERCENT INCREASE IN I&G
1975-76	$ 437,200	$ 62,453	14.3%	--
1976-77	493,501	67,970	13.8%	8.8%
1977-78	575,529	78,523	13.6%	15.5%
1978-79	660,743	92,083	13.9%	17.3%
1979-80	739,264	100,267	13.6%	8.9%
1980-81	866,694	114,463	13.2%	14.2%
1981-82	1,041,092	140,922	13.5%	23.1%
1982-83	1,186,342	149,730	12.6%	6.3%
1983-84	1,230,904	156,007(2)	12.7%	4.2%
1984-85	1,328,773	181,004	13.6%	16.0%

SOURCES: (1) M.M. CHAMBERS, "APPROPRIATIONS OF STATE TAX FUNDS FOR OPERATING EXPENSES OF HIGHER EDUCATION," ANNUAL REPORTS, 1976 through 1983.

(2) INCLUDES $1.10 MILLION FOR ESTABLISHMENT OF SANTA FE COMMUNITY COLLEGE

HIGHER EDUCATION IN NEW MEXICO
APPROPRIATIONS FOR INSTRUCTION AND GENERAL
PER STUDENT 1975-1983

YEAR	I&G APPROPRIATIONS (THOUSANDS)	FALL (FTE) ENROLLMENT	I&G APPRNS. PER FTE STUDENT	PERCENT INCREASE
1975	$ 62,453	38,901	1,605	--
1976	67,970	38,986	1,743	8.6
1977	78,523	38,736	2,027	16.3
1978	92,083	38,655	2,382	17.5
1979	100,267	39,262	2,554	7.2
1980	114,463	40,848	2,802	9.7
1981	140,922	41,860	3,367	20.2
1982	149,730	43,557	3,438	2.1
1983	156,007	44,884	3,476	1.0
1984	181,004	43,660	4,146	19.3

Appendix C

Historical Enrollment Data for Higher Education

FALL TERM COLLEGE CREDIT ENROLLMENT
1983 and 1984

Public Four-Year	Headcount 1983	Headcount 1984	Percent Change	FTE 1983	FTE 1984	Percent Change
UNM	23,897	24,018	0.51%	17,115	16,659	-2.66%
NMSU	12,926	12,786	-1.08%	10,924	10,747	-1.62%
NMHU	2,326	2,150	-7.57%	2,026	1,810	-10.66%
WNMU	1,780	1,843	3.54%	1,406	1,424	1.28%
ENMU	3,748	3,549	-5.31%	3,336	3,192	-4.32%
NMIMT	1,344	1,246	-7.29%	1,196	1,077	-9.95%
Subtotal	46,021	45,592	-0.93%	36,003	34,909	-3.04%
Public Two-Year						
UNM Gallup	1,454	1,491	2.54%	637	684	7.38%
UNM Los Alamos	763	940	23.20%	284	345	21.48%
UNM Valencia	615	679	10.41%	245	255	4.08%
NMSU Alamogordo	1,408	1,391	-1.21%	732	718	-1.91%
NMSU Carlsbad	846	911	7.68%	465	465	-0-
NMSU Dona Ana*	618	606	-1.94%	326	318	-2.45%
NMSU Grants	497	518	4.23%	269	288	7.06%
ENMU Clovis	1,807	1,848	2.27%	870	870	-0-
ENMU Roswell	1,393	1,252	-10.12%	901	766	-14.98%
NNMCC	1,131	977	-13.62%	816	650	-20.34%
NMMI	431	398	-7.66%	492	453	-7.93%
NMJC	2,570	2,474	-3.74%	1,251	1,206	-3.60%
SJC	2,396	2,218	-7.43%	1,251	1,190	-4.88%
SFCC	1,058	1,828	72.78%	342	543	58.80%
Subtotal	16,987	17,531	3.20%	8,881	8,751	-1.46%
TOTAL	63,008	63,123	0.18%	44,884	43,660	-2.73%

*Figures do not include students in vocational certificate programs.

TEN YEAR ENROLLMENT HISTORY
NEW MEXICO COLLEGES AND UNIVERSITIES
FALL FTE ENROLLMENT FOR COLLEGE CREDIT

Public Four-Year	1974	1975	1976	1977	1978	1979	1980	1981	1982	1983
UNM	16,345	16,909	16,833	16,540	15,972	16,151	16,238	16,420	16,752	17,115
NMSU	8,693	9,504	9,731	9,868	10,048	10,274	10,608	10,672	10,618	10,924
NMHU	1,979	1,941	1,870	1,913	1,857	1,806	1,838	1,867	1,977	2,026
WNMU	1,194	1,228	1,219	1,195	1,112	1,087	1,036	1,091	1,292	1,406
ENMU	3,690	3,726	3,437	3,493	3,355	3,284	3,300	3,266	3,292	3,336
NMIMT	815	838	905	903	1,006	1,093	1,263	1,200	1,260	1,196
Subtotal	32,716	34,146	33,995	33,912	33,350	33,695	34,283	34,516	35,191	36,003
Public Two-Year										
UNM Gallup	305	353	321	373	358	370	487	547	587	637
UNM Los Alamos	--	--	--	--	--	--	135	186	299	284
UNM Valencia	--	--	--	--	--	--	--	152	280	245
NMSU Alamogordo	448	585	618	645	655	667	669	645	681	732
NMSU Carlsbad	263	351	300	330	321	329	413	357	383	465
NMSU Dona Ana(1)	124	180	216	240	241	230	231	259	279	326
NMSU Grants	138	163	179	161	168	120	181	208	249	269
ENMU Clovis	201	275	325	343	292	323	411	650	808	870
ENMU Roswell	519	573	612	579	813	776	1,065	1,121	1,202	901
NMMI	476	520	599	487	559	559	546	607	535	492
NMJC	709	806	751	749	848	872	929	889	1,142	1,251
NNMCC(2)	388	472	502	345	381	608	644	797	912	816
SJC	374	477	568	572	669	713	854	924	1,068	1,251
SFCC	--	--	--	--	--	--	--	--	--	342
Subtotal	3,945	4,755	4,991	4,824	5,305	5,567	6,565	7,342	8,425	8,881
TOTAL	36,661	38,901	38,986	38,736	38,655	39,262	40,848	41,858	43,616	44,884

Note: (1) Figures do not include students in vocational certificate programs.
(2) Figures for 1974-76 are for Northern Branch of UNM.

C-2

Appendix D

Inventory of Academic Programs All Institutions

INVENTORY OF ACADEMIC PROGRAMS ALL INSTITUTIONS

B - Baccalaureate Degree
M - Master's Degree
D - Doctor's Degree
EdS - Ed. Specialist

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
AGRICULTURE						
Agriculture, General		BM				
Agronomy		BMD				
Soils Science		B				
Animal Science		BMD				
Fisheries & Wildlife Science		BM				
Horticulture		BM				
Agriculture Economics & Business		BM				
Recreational Area Management		B				
Range Science		BMD				
Agriculture and Extension Education		BM				
Pest Management		B				
Agricultural Biology		B				
ARCHITECTURE						
Environmental Design	B					
Architecture	BM					
City, Community & Regional Planning	M					
AREA STUDIES						
Russian Studies	B					
Latin American Studies	BMD					
American Studies	BMD			M	B	
German Studies	M					
Ibero-American Studies	D					
Ethnic Studies					B	
Environmental Studies	B					
Asian Studies	B					
BIOLOGICAL SCIENCES						
Biology	BMD	BMD	BM	B	BM	B
Environmental Health			B		B	
Wildlife Management					B	
BUSINESS & MANAGEMENT						
Business, General		B	B	B		
Accounting		BM	B	B	B	
Banking and Finance		B			B	
Business Admin. and Management	BMD	BM	BM	BM	BM	
Marketing and Purchasing		B		B	B	
Real Estate		B				
Secretarial Studies and Admin.			B		B	
Personnel Management				B	B	
Bus. Economics/Bus. Computer System		B	B		B	
Trust & Real Property Management		B				
Production Management					B	
Public Administration		M				
International Business		B				

B - Baccalaureate Degree
M - Master's Degree
D - Doctor's Degree
EdS - Ed. Specialist

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
COMMUNICATIONS						
Communications, General					M	
Communications/Journalism	B	B			B	
Technical Communications						B
Communicative Disorders		B				
COMPUTER AND INFORMATION SCIENCE						
Computer Science	BMD	BMD		B	B	BMD
Data Processing					B	
EDUCATION						
General Education	D	M				
Elementary Education	BMD	B	BM	BM	BM	
Secondary Education	MD	B	M	M	BM	
Special Education	BM		M		M	
Educational Foundations	MD					
Counseling and Guidance	MD	MD	M	M	M	
Educational Administration	MD	MD	M	M	M	
Curriculum and Instruction	MD	MD				
Art Education	BM				B	
Communication Arts Education	B					
Music Education	BM	B			BM	
Mathematics Education	M	B		B		
Science Teaching	M					M
Physical Education	BM	B	B	BM	BM	
Health Education	BM		B			
Business Education	BM		B		BM	
Ind. Arts/Voc-Tech. Education	BM		BM		B	
Educational Management & Development		MD				
Counseling & Education Psychology		MD				
Office Education					B	
Master of Arts in Teaching		M				
Bilingual Education	B					
Bilingual Elementary Education			BM		B	
Bilingual Secondary Education	B					
Home Economics Education	BM	B		B	B	
Recreation	BM				B	
ENGINEERING						
General Engineering	B D					
Agricultural Engineering		B				
Chemical Engineering	BMD	BM				
Petroleum Engineering						BM
Civil Engineering	BMD	BMD				
Electrical Engineering	BMD	BMD				
Mechanical Engineering	BMD	BMD				

B - Baccalaureate Degree
M - Master's Degree
D - Doctor's Degree
EdS - Ed. Specialist

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
ENGINEERING (Continued)						
Geological Engineering		B				B
Industrial Engineering		BM				
Metallurgical Engineering						B
Materials Engineering						B
Mining Engineering						BM
Nuclear Engineering	BMD					
Environmental Engineering						B
Engineering Technology		B				
FINE & APPLIED ARTS						
Fine Arts	D	B				
Art/Art Design	BMD	BM	BM	B	B	
Art History	BMD					
Music	BM	BM	B	B	BM	
Musicology	B				B	
Dramatic/Theater Arts	BM	B			B	
Dance	B					
Music Therapy					B	
Graphics Design	B				B	
Music Performance					B	
Music Therapy & Comp.					B	
FOREIGN LANGUAGES						
Foreign Languages		B				
French	BMD					
German	B					
Spanish	BMD	M	BM		B	
Classics	B					
Portuguese	BMD					
Russian	B					
Romance Language	D					
HEALTH PROFESSIONS						
Health Science		B				
Nursing	BM	B				
Medicine, M.D.	D					
Pharmacy	B					
Physical Therapy	B					
Dental Hygiene	B					
Speech Pathology	BM	B			BM	
Medical Technology	B	B	B		B	B

B - Baccalaureate Degree
M - Master's Degree
D - Doctor's Degree
EdS - Ed. Specialist

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
HOME ECONOMICS	B	BM	B	B	B	
Home Economics		B				
Family & Consumer Studies	B					
Dietetics		B				
Food & Nutrition Services		B		B		
Home Economics Education		B				
Home Economics in Business						
LETTERS	BMD	BM	BM	BM	BM	
English	BM					
Comparative Literature	BM					
Linguistics	BM	BM			B	
Speech/Drama	B					
Creative Writing	B					
Teaching English 2nd Language	BMD	B	B			
Philosophy	B				BM	
Religious Studies	B					
English-Philosophy						
MATHEMATICS	BMD	BMD	BM	B	BM	BM
Mathematics						B
PHYSICAL SCIENCES	BMD	BMD	B		B	BMD
Basic Sciences	BMD	BMD	BM	B	BM	BM
Physics		MD				
Chemistry	B					D
Astronomy	BMD	BM	B	B	B	BMD
Astrophysics						MD
Geology						BMD
Geochemistry	B	B			B	BMD
Geophysics						MD
Geoscience & Earth Science						MD
Metallurgy		B				
Hydrology	D					
Geological Science						
Anthropology	BMD	BMD	BM	B	BM	B
PSYCHOLOGY						
Psychology						

B - Baccalaureate Degree
M - Master's Degree
D - Doctor's Degree
EdS - Ed. Specialist

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
PUBLIC AFFAIRS & SERVICES						
Public Administration	M	M				
Social Work		B	BM			
Police Science & Criminal Justics		B		B		
Community Health		B				
City & Rec. Planning	B	B				
SOCIAL SCIENCES						
Social Sciences, General	B		BM	BM	B	
Anthropology	BMD	BM			BM	
Economics	BMD	M		B	B	
History	BMD	BM	BM	B	BM	
Geography	B	B				
Political Science & Government	BMD	BM	B		BM	
Sociology	BMD	BM		B	B	
Economic-Philosophy	B					
Sociology/Anthropology			B			
Government		BM				
Chicano Studies				B		
Arts & Sciences	B					
INTERDISCIPLINARY STUDIES						
Interdisciplinary Studies		MD				
Biology & Physical Sciences			B	B		
University Studies/Academic/ Individualized/General Studies	B	B		B	B	B
Medical Sciences	MD					
Natural Science					M	
EDUCATION						
Secondary Education	EdS					
Special Education	EdS					
Counseling & Educational Psychology		EdS				
Counseling & Guidance	EdS			EdS		
Edu. Admin./Management Development	EdS	EdS	EdS		EdS	
Curriculum & Instruction	EdS	EdS				
Reading Education		EdS				
Education	EdS					
Educational Foundation	EdS					

INVENTORY OF ACADEMIC PROGRAMS ALL INSTITUTIONS

A - Associate Degree

	UNM	NMSU	NMHU	WNMU	ENMU	NMIMT
Business & Commercial Tech., General				A	A	
Accounting Technologies					A	
Secretarial Technologies	A	A	A	A	A	
Transportation & Public Utilities		A				
Data Processing					A	
Computer Programmer	A		A			
Dental Hygiene	A					
Medical or Biological Lab Asst.		A				
Radiologic	A	A				
Nursing, RN Four-Year Program			A			
Mechanical and Engineering			A			
Design Drafting					A	
Chemical Technology			A			
Welding Technology			A	A		
Civil Technologies					A	
Electronics and Machine	A		A		A	
Construction and Building				A		
Laser, Electro-Optics	A					
Pre-Engineering (NAPCE)	A					
Natural Science Technology			A			
Agricultural Technology		A				
Education Technology	A		A		A	
Police, Law Enforcement, Corrections Tech.		A		A		
Recreation, Social Work & Related Tech.			A			
Community Service Worker	A					
Associate of General Studies						A
Automotive Diesel Technology				A		

VOCATIONAL/TECHNICAL CAREER PROGRAMS AND LOCATIONS	ALAMOGORDO, NMSU-Alamogordo	ALBUQUERQUE, Albuquerque T-VI	BELEN, UNM-Valencia	CARLSBAD, NMSU-Carlsbad	CLOVIS, ENMU-Clovis	EL RITO, Northern NM Com. Col.-El Rito	ESPANOLA, Northern NM Com. Col.-Espanola	FARMINGTON, San Juan College	GALLUP, UNM-Gallup	GRANTS, NMSU-Grants	HOBBS, New Mexico Junior College	LAS CRUCES, NMSU-Dona Ana	LAS VEGAS, Luna V-TI, Las Vegas	LOS ALAMOS, UNM-Los Alamos	ROSWELL, ENMU-Roswell	SANTA FE, Santa Fe Community College	TUCUMCARI, Tucumcari Area Voc. School
AGRICULTURE/CONSERVATION																	
Alcohol Fuel Production Tech.					X												X
Farm Mechanic					X												
Farmer						X											
Hazardous Materials Tech.														X			
Horseshoer																	X
Horticultural Worker													X				
Livestock Rancher						X							X				
Nondestructive Testing Tech.	X																
Petroleum Production Tech.										X	X				X		
Water Utilities Operator												X					
COMPUTER/BUSINESS																	
Accountant/Bookkeeper		X					X	X	X				X				
Banking Technician/Teller					X		X	X	X	X	X					X	
Clerk/Typist/Receptionist	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X
Computer Operator/Programmer	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Legal Secretary		X			X			X	X							X	X
Business/Management Trainee	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X
Real Estate Sales Agent	X											X					
Retail Sales Clerk/Manager		X			X		X	X			X	X	X			X	X
Secretary/Stenographer	X	X	X	X	X		X	X	X	X	X	X	X		X	X	X
Word Processing Technician		X	X		X		X	X	X	X	X	X	X			X	X
HEALTH SERVICES																	
Dental Assistant													X				
Emergency Medical Tech.		X						X				X	X				X
Licensed Practical Nurse	X	X			X			X		X	X		X		X		
Medical Laboratory Tech.	X								X		X		X				
Medical Secretary		X			X			X								X	X
Nurse's Aide		X					X				X		X		X		
Psychological Aide													X				
Registered Nurse	X			X	X			X	X		X		X		X		
Respiratory Therapist		X					X										
X-Ray Technician				X			X				X	X					
PERSONAL/PUBLIC SERVICE																	
Baker/Chef/Cook		X											X				
Cosmetologist/Barber						X											

PERSONAL/PUBLIC SERVICE (CONT'D.)	ALAMOGORDO, NMSU-Alamogordo	ALBUQUERQUE, Albuquerque T-VI	BELEN, UNM-Valencia	CARLSBAD, NMSU-Carlsbad	CLOVIS, ENMU-Clovis	EL RITO, Northern NM Com. Col.-El Rito	ESPANOLA, Northern NM Com. Col.-Espanola	FARMINGTON, San Juan College	GALLUP, UNM-Gallup	GRANTS, NMSU-Grants	HOBBS, New Mexico Junior College	LAS CRUCES, NMSU-Dona Ana	LAS VEGAS, Luna V-TI, Las Vegas	LOS ALAMOS, UNM-Los Alamos	ROSWELL, ENMU-Roswell	SANTA FE, Santa Fe Community College	TUCUMCARI, Tucumcari Area Voc. School
Early Childhood Worker									X		X						
Fire Fighter					X			X									
Food Service Manager													X			X	
Human/Community Services Tech.							X		X								
Law Enforcement Officer	X		X	X	X				X	X	X			X		X	
Meatcutter						X									X		
Ski Instructor																X	
Teacher/Library Aide			X						X	X							
AUTOMOTIVE/AVIATION																	
Auto Body Repairer		X				X		X							X		
Auto Mechanic		X			X	X		X	X		X	X	X		X		X
Aviation/Avionics Technician															X		
Diesel Mechanic		X				X		X	X	X							
Small Engine/Motorcycle Repairer													X				
CONSTRUCTION/REMODELING																	
Air Conditioning/Heating Mechanic		X			X		X	X				X	X				
Bricklayer					X			X									X
Building Trades Technician		X	X		X	X		X	X		X	X	X				X
Carpenter/Cabinet Maker		X			X			X					X				X
Electrician		X															
Plumber		X						X					X				
METAL TRADES																	
Machinist		X					X	X			X						
Welder		X		X			X	X	X	X	X	X	X		X		X
TECHNICAL TRADES																	
Appliance Service Repairer							X						X				
Bio-Medical Electronics Tech.													X				
Commercial Printing Operator		X															
Communications/Media Tech.								X									
Drafter		X					X	X			X	X	X			X	
Electrical/Mechanical Tech.		X				X		X		X			X				
Electronics Technician	X	X	X	X	X		X	X					X	X	X		
Laser Technician		X					X							X			
Mining Technician				X						X							
Surveyor/Geological Tech.		X						X								X	